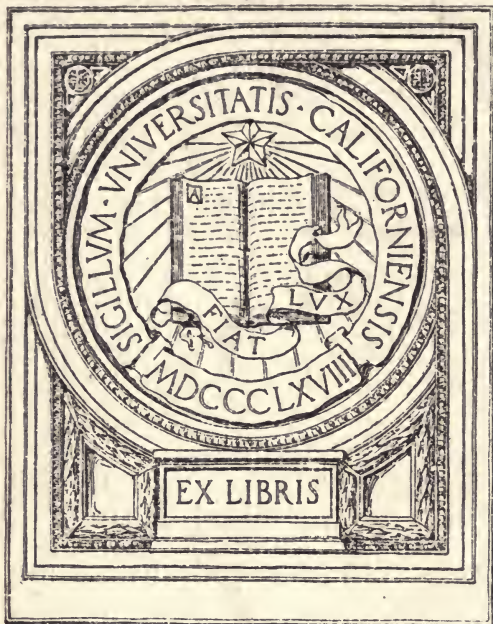


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COMMERCIAL WORK AND TRAINING  
FOR GIRLS



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TORONTO

# · COMMERCIAL WORK AND TRAINING FOR GIRLS ·

BY

JEANNETTE EATON

VOCATIONAL INVESTIGATOR

BERTHA M. STEVENS

DIRECTOR

New York  
THE MACMILLAN COMPANY

1915

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It was under the auspices of the Co-operative Employment Bureau for Girls, Cleveland, that the material for this book was gathered and put into book form.

During the last year this organization has adopted its new name, The Girls' Bureau, to cover more adequately its three lines of activity: Employment (The Vocational Guidance Bureau); Recreation (Lake Breeze Camp); Saving (Vacation Savings Club). The Vocational Guidance Bureau is located in the City Hall and, although at present only tentatively a division of The Public Welfare Department of the city, enjoys unique advantages from its municipal connection.

Generous and valuable assistance in follow-up visiting and in tabulating statistics was given by a group of twenty-five volunteer workers. To these persons and to Miss Ruth Morris who contributed the illustrations, the committee expresses appreciation.

MYRTA L. JONES

J. MARTIN TELLEEN

WILLIAM H. BRETT, *Chairman.*

*Publication Committee.*



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## INTRODUCTION

ONE time last winter when the Co-operative Employment Bureau for Girls wanted to get in touch with a stenographer—just a plain, nice girl, with passable intelligence—it placed an advertisement in the morning papers. Before noon 17 applicants had appeared and presented their qualifications. Seventeen girls for one job—that not a notably desirable one; and, of the 17, but one girl had even the superficial requirements for the place though all had had so-called business training. Some were foreign girls, whose broken English would have made a strange mess of the telephoning. One was a tiny, shy child, whose mother came with her and did all the talking. Almost all were ignorant—as their speech soon showed—and they were untidy, if not unsuitable, in their dress. Chewing gum, paint and strong perfume fortified not a few, but their unfitness did not lessen the pang one felt in turning them, one after another, away; for they



were, to a girl, nervously eager for the place. "If I can't get the office work," some said, knowing we are an Employment Bureau, "I will take anything else," and they actually accepted, with forlorn resignation, mechanical, unskilled factory work.

Again, in the spring, the Bureau made another trial of public advertising, this time not because a real position sought an applicant, but in order to experiment further into the situation which our first experience seemed to disclose. Applicants were asked to reply by letter, mentioning experience and training. This advertisement, 42 times inserted, brought 427 replies, an approximate ratio of 10 girls to one place. We let the following examples of replies received speak for themselves:

CLEVELAND, O.

11/24/13.

*Dear Sir or Madam:*

I am a *grad.* of Hodge School at the year of 1911. I am also a *grad.* of the Ohio Business College that is of Bookkeeping and I am nearly through *sten.* about a month more. I am 18 *yrs.* old and have had one *months* experience.

Hoping to hear from you about this place, I remain,

Yours truly,

(Sgd.) Miss A——

## Introduction

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CLEVELAND, O. Jan. 12, 1914.

Dear Sir:

I wish to apply for the position as stenographer you advertised in the *to-nights* paper.

I am of the Ohio Business College, and think that I am well able to take dictation. As to the salary that *concerns* entirely upon you and my work, any sum is acceptable.

Awaiting a prompt reply, I am,

Yours truly,

(Sgd.) Miss E—— R——.

CLEVELAND, O. Oct. 17, 1913.

Dear Sir:—

In *reference* to your want ad in The Press, I am eighteen years old and a graduate of The Edmiston Business College, 3028 W. 25th St. having completed a full *course* of bookkeeping and stenography. Have had no experience as yet and am *there for* unable to say just what I am worth. Hoping to receive your favorable reply, I remain,

Yours truly,

(Sgd.) Miss M—— M——.

CLEVELAND, O. Nov. 8, 1913.

Box 217

I *here by* apply for the position as a stenographer. Am 17 years of age and have attended the Ohio Business College. I reside at 2536 E. 33rd St.

(No name signed. Written in pencil.)

CLEVELAND, OHIO.

Nov. 8, 1913.

*Dear Sir:*

I *seen* your advertisement in the Press and I thought I could answer your purpose.

I am fifteen years old and go to Central Institute.

Hoping to receive a favorable answer, I am,

Very respectfully,

(Sgd.) Miss M—— C——.

The revelations resulting from this advertising have been corroborated through our contact with girls in the routine work of our Bureau during the past six years. Over 7,000 wage earning girls have used our Placement Bureau, and 3,000 have lived at our Lake Breeze Camp. Our occupational records of applicants for employment show repeated instances of girls who have spent money and time at business schools and are presumably ready for office work, but who for some reason do not get a position of the sort for which they have been trained. In their desperation to be wage earning they alternate from unskilled factory work to circularizing, or some form of near-office work; and perhaps after two or three years of this they give up



the dream of ever getting and keeping a real office position and apply themselves to mechanical work, in which their special training is of no use.

Out of our reflection upon this state of things comes this inevitable question: ARE GIRLS REFUSED IN OFFICE WORK BECAUSE THERE IS AN OVER-SUPPLY OF WORKERS IN THE FIELD; OR, BECAUSE THESE GIRLS ARE INHERENTLY UNSUITABLE OR IMPROPERLY TRAINED? In this study we have set ourselves to find out the answer, and we have come to it along these two lines of inquiry:

*First:* What kind of training is needed, and is it adequately given in Cleveland?

*Second:* What are the demands and what are the inducements for girls in the field of office work?

The Co-operative Employment Bureau as a whole has taken the responsibility for the supervision of this investigation and its own activities have afforded its chief opportunity. The work itself represents the exclusive time of one field worker for more than a year; also the intermittent, but

organized, assistance of 25 volunteer helpers, including teachers, business women, social workers and unemployed college women.

The method employed was that of observation and interview, and all impressions and items of information were systematically recorded. For examples of schedule forms used, see Appendix. It is safe to say that nothing in this book is put forward as a fact which has not in our files the name and address of the person who is sponsor for it or to whom it relates. Investigation has been made in a spirit of impartial inquiry, and the endeavor has been to show the *spirit* of the interviews by direct quotation so far as possible. On several subjects we have given a summary of the comments of business school students and their employers in office work. No comment has been set down which does not represent the expressed opinion of several persons. As the comments show, conflicting opinions were sometimes given; in such cases they have been impartially set down as they were received.

We have made our study of the field of office work from the standpoint of the employer, only in

so far as it relates to the preparation girls need; but the study as a whole has been made *from the standpoint of the girl employee*, and it endeavors to awaken the public, particularly the public schools, to the opportunities as well as the requirements of this line of work. A contrasting purpose is found in the book of Mr. J. William Schulze entitled "The American Office" and published in July, 1914. His book is a presentation of a plan for an ideal office from the standpoint of the employer, and it is the first recognition in book form, so far as we know, of the office as presenting the same need for standardization that has long been applied to the shop.

The basis of our information on work and training is as follows:

One thousand four hundred and twenty-one occupational records of as many office girls. Of this number 816 have been personally interviewed in our placement office or in their homes.

Seven hundred and twenty-eight records of eighth grade public school students solicited by agents of private business schools.

Four hundred and forty-one places of office employment in Cleveland (with a few possible duplications) for which we have recorded information. One hundred and thirty-three of these, representing 33 kinds of business, have been personally visited and detailed records have been obtained.

Four hundred and fifty-two interviews with business men, educators and social workers, on the general subject of commercial work and training. Three hundred and sixty-one of the persons represented in this number are employers of girls in office work.

Fifty-two detailed records of as many business schools or courses. This number is the total for Cleveland.

In addition to this local data valuable suggestions were obtained from persons in other cities, chiefly by correspondence. A list of these is given below.

BERTHA M. STEVENS.

E. E. Gaylord . . . . .	Director of Commercial Education, High School Beverly, Mass.
Meyer Bloomfield . . . . .	Vocation Bureau . . . . . Boston, Mass.
Ethel Johnson . . . . .	Librarian, W.'s Educa- tional & Industrial Union . . . . . Boston, Mass.
Thomas McCracken . . . . .	Research Secre'y Wom- en's Municipal League . . Boston, Mass.

- M. Edith Campbell . . . Director, Schmidlapp  
Bureau for Women &  
Girls . . . Cincinnati, O.
- William Bachrach . . . Head, Commercial De-  
partment, Parker High  
School . . . Chicago, Ill.
- Anne S. Davis . . . Chicago School of Civics  
& Philanthropy . . . Chicago, Ill.
- Donald M. Wright . . . Librarian *System Maga-*  
*zine* . . . Chicago, Ill.
- Mary L. Goodhue . . . Central High School . . . Duluth, Minn.
- Benjamin A. Andrews . . Teachers' College, Co-  
lumbia University . . . New York City.
- F. G. Bonser . . . Asst. Professor Indus-  
trial Education, Teach-  
ers' College . . . New York City.
- Edward N. Clopper . . . National Child Labor  
Committee . . . New York City.
- Frances Cummings . . . Director, Intercollegiate  
Bureau of Occupations . . New York City.
- Mrs. Alice Barrows Fer- Director of Vocational  
nandez . . . Education Survey . . . New York City.
- Benjamin E. Gruenberg Secretary Vocational  
Guidance Ass'n . . . New York City.
- Edwin A. Hardy . . . President, New York  
Fire Insurance Exchange New York City.
- James E. Lough . . . Sec'y School of Peda-  
gogy, New York Univer-  
sity . . . New York City.
- Mrs. P. J. O'Connell . . Superintendent, Alliance  
Employment Bureau . . . New York City.
- N. Milner . . . Manager Dictaphone Co. New York City.
- Mary Van Kleeck . . . Secre'y, Committee on  
Women's Work, Russell  
Sage Foundation . . . New York City.
- E. W. Weaver . . . Chairman, Students' Aid  
Committee, New York  
Teachers' Association . . New York City.

- G. M. Yorke.....Western Union Tele-  
graph Company.....New York City.
- E. C. Wolf.....Manager Employment &  
Instructive Dept., Cur-  
tis Publishing Co.....Philadelphia, Pa.
- Julia C. Lathrop .....Chief of Children's Bu-  
reau, U. S. Dept. of  
Labor.....Washington, D. C.



## PART I



# COMMERCIAL WORK AND TRAINING FOR GIRLS

## CHAPTER I

### PUBLIC COMMERCIAL SCHOOLS

PUBLIC education has come to include, in most cities, some form of commercial education. In presenting here the details of our local system we attempt—in addition to mere information-giving—to note the significant phases of the ideals of Cleveland's school and to point conclusions that will be more than local in their application. In our chapter "Vocational Guidance" we have discussed plans of organization for commercial schools and courses and have compared Cleveland's system with that of other cities.

*The public schools of Cleveland are taking care of approximately only 10 percent of the whole number of boys and girls entering day commercial schools and*

*courses in Cleveland in a given year.* The remaining 90 percent are patronizing private, parochial, or philanthropic schools.

There are in Cleveland two commercial high schools enrolling (1913-1914) a total of 790 day pupils. These schools, located one on the West, and one on the East side of the city, are in reality a unit, since the East High School of Commerce, established more recently, offers the work of the first two years only and sends pupils to the West High School of Commerce to complete their course. The principal of the West High School of Commerce supervises both schools. In the following paragraphs the two schools will be spoken of as if they were one, and by the general title, "The High School of Commerce." In addition to the training offered at the High School of Commerce, an elective two-year bookkeeping course is given at two academic high schools. The number of pupils enrolled in these courses (1913-1914) was 123. For the purpose of this study, all four of the high schools have been visited—the High School of Commerce ten times. In each, recitations have

been heard in bookkeeping, stenography, and English.

The students who attend public commercial schools and courses appear to belong to a group fairly comfortable financially, who can afford an education but who must earn wages as soon as they are prepared to do so. The majority are wholesome-looking, intelligent, and alert, although some seem inherently impossible for office work, unattractive in looks, and slow in mentality. But one's general impression is that a busy, delightful atmosphere of good fellowship and wide-awake activity pervades the school.

Most of the teachers are college graduates and have had practical experience in business. Their attitude seems broad and progressive toward educational questions generally.

The purpose of the High School of Commerce as stated in the catalogue is: "To give practical preparation for life and for commercial work, and to fulfil the demand of the business world for workers specifically and adequately trained." Its purpose is cultural only to the extent of developing

reasoning and quickened perception. The individuality of the student is developed by allowing freedom in choosing electives; by encouraging class discussion; and by the literary, athletic, and social activities of the school. The establishment of the bookkeeping course in the two academic high schools seems to be a concession to the demands of their neighborhoods for definite vocational training for wage earning.

In the High School of Commerce there is careful correlation of courses; shorthand combines obviously with the Salesmanship Lecture Course; shorthand and typewriting find place in the correspondence work and in making records of investigations which the Local Industries Course includes. Arithmetic dovetails with bookkeeping; English with stenography.

The discussion of the curriculum which follows is the result of class-room observation and of conversations with the principal and teachers of the school.

*Bookkeeping* is required. Students take one-half year of penmanship before beginning work on business forms, the more complex work on this subject beginning in the sophomore year.



*Stenography*, an elective subject, is not begun until students have acquired a background of two years' training in reading and penmanship, English, and spelling. In shorthand the dictation is taken from current papers and magazines, and is based upon a great variety of business. Touch-typewriting is taught.

*Science* is taught both for general education and for direct application in business. In chemistry, analysis of the quality of foods, soaps, cement, cloth, etc., is made; in physics, such practical problems as heating and lighting a house are worked upon.

*The World's History* is studied through its commercial development, political history being treated only as a background for the progress of trade.

*Geography* gives the student a grasp of the world's commercial products and the physical and industrial conditions that affect the problems of transportation.

*English* includes the drill necessary for the special needs of the commercial student, endeavoring to avoid becoming narrow and utilitarian; also, to stimulate love of good literature and to develop a good vocabulary.

## 8      *Commercial Work and Training for Girls*

*Local Industries and Institutions* is a course given only to seniors. Every year the class is taken to visit some big industry, every process and department being carefully examined. Committees from the class are sent to various institutions, such as Warrensville Farm, the social settlements, etc., for interviews with the directors, the class receiving the benefit of the committee's impressions in reports read by them. In addition, the instructor gives the class some idea of the economic principles underlying business.

*Business Ethics*, though not offered as a separate course is taught by every instructor in connection with his special subject, and receives emphasis in the talks of the weekly lecture course.

*The Lecture Course*, which consists of talks before the whole school, is given by business and professional men on the subject of their personal experience in the world of affairs. This course illustrates the close connection between the High School of Commerce and the business of the city.

The curriculum and equipment try to keep pace with the rapid changes in the organization of the

modern business world through the assistance given the school by a committee of thirty prominent business men. They were first called together to advise in the original organization of the school and have assisted it ever since by visiting classes and by helping with criticisms and suggestions.

In June, 1913, with the co-operation of the Principal of the High School of Commerce, the Co-operative Employment Bureau undertook to visit at their homes all pupils graduated from the date of the first graduation (June, 1910) to the date of the beginning of the investigation (February, 1913). This piece of work covers the investigation of 206 pupils, the product of nine classes. The figures which follow are the result.

TABLE I

## OCCUPATION AT DATE OF INVESTIGATION

<i>Occupation</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys and Girls</i>
Working.....	68	117	185
Attending School.....	2	4	6
Staying at Home.....	0	3	3
Not Ascertained.....	4	8	12

# 10      *Commercial Work and Training for Girls*

## TABLE II

ALL POSITIONS HELD FROM TIME OF LEAVING SCHOOL TO DATE OF  
INVESTIGATION

	<i>Kind of Work</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys &amp; Girls</i>
OFFICE WORK	Stenography . . . . .	39	54	93
	Bookkeeping . . . . .	24	53	77
	Clerical Work . . . . .	40	24	64
	General Office Work . . .	7	32	39
	Typing . . . . .	3	33	36
	Billing . . . . .	20	0	20
	TOTALS . . . . .	140	306	446
SEMI-OFFICE WORK	Errands . . . . .	7	9	16
	Stock Room Work . . .	3	0	3
	TOTALS . . . . .	10	9	19
BUSINESS OCCU- PATIONS (Other than office work)	Agent's Work . . . . .	2	1	3
	Managing Store . . . .	2	0	2
	Clerk's Work in Hotel . .	1	0	1
	TOTALS . . . . .	5	1	6
MISCELLANEOUS OCCUPATIONS	Factory Work . . . . .	1	1	2
	Teaching . . . . .	0	1	1
	Newspaper Work . . . .	0	1	1
	Playground Work . . . .	0	1	1
	Dairying . . . . .	0	1	1
	Piano Playing . . . . .	1	1	2
	Singing . . . . .	0	1	1
	Dancing . . . . .	0	1	1
	TOTALS . . . . .	2	8	10

TABLE III

## KINDS OF BUSINESS REPRESENTED BY OFFICE WORK POSITIONS

<i>Business</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys and Girls</i>
Board of Education . . . . .	1	115	116
Manufacturing . . . . .	41	67	108
Retail . . . . .	11	44	55
Sales Office . . . . .	13	30	43
Wholesale . . . . .	11	10	21
Banking and Brokerage . . .	13	7	20
Law . . . . .	1	18	19
Transportation . . . . .	13	2	15
Telephone . . . . .	0	11	11
Real Estate . . . . .	1	8	9
Printing and Publishing . . .	2	6	8
Agency . . . . .	0	8	8
Advertising and Addressing	0	5	5
Accounting . . . . .	2	2	4
Insurance . . . . .	0	3	3
Public Library . . . . .	0	1	1

TABLE IV

## SHOWING HOW POSITIONS WERE FOUND

<i>Placing Agency</i>	<i>Positions for Boys</i>	<i>For Girls</i>	<i>For Boys and Girls</i>
High School of Commerce . . . . .	23	79	102
Friends . . . . .	34	67	101
Advertisements . . . . .	16	31	47
Personal Application . . .	21	13	34
Typewriter Offices . . . .	7	24	31
Civil Service . . . . .	0	11	11
Employment Agencies . .	3	6	9
Machine Companies . . .	0	1	1

## 12      *Commercial Work and Training for Girls*

TABLE V

### WAGES

#### GRADUATES WHO HAVE WORKED LESS THAN A YEAR

(18 boys, 27 girls)

	<i>Boys</i>	<i>Girls</i>
Minimum	\$22	\$25
Wage of Majority	\$40-\$50	\$35-\$45
Maximum	\$65	\$55

#### GRADUATES WHO HAVE WORKED 1 TO 2 YEARS

(12 boys, 26 girls)

	<i>Boys</i>	<i>Girls</i>
Minimum	\$25	\$25
Wage of Majority	\$45-\$50	\$35-\$40
Maximum	\$70	\$60

#### GRADUATES WHO HAVE WORKED 2 TO 3 YEARS

(19 boys, 39 girls)

	<i>Boys</i>	<i>Girls</i>
Minimum	\$40	\$22
Wage of Majority	\$55-\$65	\$45-\$55
Maximum	\$70	\$100

#### GRADUATES WHO HAVE WORKED 3 YEARS

(12 boys, 19 girls)

	<i>Boys</i>	<i>Girls</i>
Minimum	\$52	\$40
Wage of Majority	\$50-\$65	\$50-\$55
Maximum	\$85	\$65

#### HIGHEST WAGE OF ANY GRADUATE

<i>Boy</i>	<i>Girl</i>
\$85	\$100



TABLE VI

## ADVANCEMENT

(For Students Who Have Remained in One Position Since Graduation from High School of Commerce)

## GRADUATES WHO HAVE WORKED LESS THAN A YEAR

<i>Boys (6)</i>		<i>Girls (10)</i>	
<i>No. of Mos. at Work</i>	<i>Gain in Monthly Wages</i>	<i>No. of Mos. at Work</i>	<i>Gain in Monthly Wages</i>
10 months	\$20.00	11 months	\$ 2.50
9 months	20.00	10 months	12.00
9 months	10.00	10 months	5.00
9 months	10.00	10 months	No advance
9 months	5.00	9 months	10.00
8 months	8.00	9 months	6.00
		9 months	4.00
		8 months	5.00
		8 months	5.00
		8 months	4.00

## GRADUATES WHO HAVE WORKED BETWEEN 1 AND 2 YEARS

<i>Boys (9)</i>			<i>Girls (13)</i>		
<i>Years</i>	<i>Months</i>	<i>Gain</i>	<i>Years</i>	<i>Months</i>	<i>Gain</i>
1	8	\$20.00	1	10	\$18.00
1	8	12.00	1	10	4.00
1	6	35.00	1	9	4.00
1	6	10.00	1	8	15.00
1	6	5.00	1	8	12.00
1	4	25.00	1	4	No advance
1	3	10.00	1	3	17.00
1	3	10.00	1	3	8.00
1	2	12.00	1	3	8.00
			1	3	No advance
			1	3	No advance
			1	2	15.00
			1	2	5.00

TABLE VI—*Continued*

## GRADUATES WHO HAVE WORKED BETWEEN 2 AND 3 YEARS

<i>Years</i>	<i>Boys (12)</i>		<i>Years</i>	<i>Girls (5)</i>	
	<i>Months</i>	<i>Gain</i>		<i>Months</i>	<i>Gain</i>
2	10	Not ascertained	2	10	\$15.00
2	8	\$50.00	2	7	14.00
2	7	20.00	2		20.00
2	6	25.00	2		10.00
2	6	25.00	2	Not ascertained	
2	4	10.00			
2		30.00			
2		24.00			
2		20.00			
2		12.00			
2		10.00			
2	Not ascertained				

## GRADUATES WHO HAVE WORKED 3 YEARS

<i>Years</i>	<i>Boys (3)</i>		<i>Years</i>	<i>Girls (1)</i>	
	<i>Months</i>	<i>Gain</i>		<i>Months</i>	<i>Gain</i>
3		\$30.00	3		\$35.00
3		25.00			
3	Not ascertained				

TABLE VII

## PERMANENCY

(From graduation to date of investigation)

<i>Period</i>	<i>Percentage of</i>	<i>Percentage of</i>
	<i>All Boys</i>	<i>All Girls</i>
	<i>Remaining in</i>	<i>Remaining in</i>
	<i>1 Position</i>	<i>1 Position</i>
Out of school less than 1 year	33½%	37%
“ “ “ between 1 & 2 years	75%	50%
“ “ “ “ 2 “ 3 “	63%	13%
“ “ “ 3 years	25%	5%

The rate of wages paid to High School of Commerce graduates is the best proof that can be offered of their efficiency in general. There are, according to our records, only two private schools in the city whose graduates show such uniformly high wages and regular advancement. These are, naturally, the two schools which make high school preparation an entrance requirement. Graduates of the schools allowing grade school preparation are shown in the illustrations of Chapter VI., Part I., to attain a much lower wage standard. Our study of representative wages for typical positions, pages 105-114, indicates that wages paid to High School of Com-

merce graduates go even above the average; for unlimited experience may be the basis of wages noted in these typical positions, while the experience of the High School of Commerce graduates is, at the present date, of necessity limited to three years.

In addition to facts expressed in figures, much general information and general comment upon the success of High School of Commerce graduates were secured by talking with both the graduates and their employers. A summary of the comments of 64 employers and all the girls graduated in the classes of 1912 and 1913 is here given:

### *Students' Comments:*

The graduates, almost without exception, are enthusiastic about the school—too much so for close analysis of their training or for valuable comment on the curriculum; but beneath this indiscriminating testimony lies genuine appreciation of the value of the general and specialized training they have received, and they spread among younger girls their conviction that four years at

this vocational school is excellent preparation for office work. (The very fact that our records of interviews with High School of Commerce students include no self-criticism, or any reference to a period of adjustment, may be a criticism of the school on the ground of turning out its pupils with something of over-confidence; for some of the most cocksure of these young workers were commented upon with a good deal of reserve by the employers who admitted they were promising but emphasized how much they had had to teach them at first.)

*Employers' Comments:*

Employers, in commendation, have mentioned accuracy, adaptability, capacity to make up letters, and good general preparation in English. One employer said: "What I like about the training those girls have is, that they can think for themselves, and will not put down foolish things in their transcripts just because they seem to have them in their notes." Slowness in taking dictation was sometimes complained of, but a decided

minority of employers had unfavorable comment of any sort.

It has been set forth that the ideals are high; the plans and their execution seem, for the most part, complete both in their application to the scheme as a whole and to specific subjects. Yet the results of our investigation do not show that, on the basis of its product, this can be judged a perfect school. Personal observation, backed by interviews with employers and graduates, show that the practical faults of the school are probably negative ones.

*First.*—Absence of records which systematically define the *sum* of a graduate's personal or professional qualifications. An employer's telephone inquiry at the school office concerning a graduate's ability secures, under the present system, the student's class-room grade in any or all of his subjects. But only by talking individually with the student's teachers or with the principal, can the employer get an idea of the student's adaptability for the particular work and his general qualifications.

*Second.*—Too little care in introducing suit-



able students into the school. (See chapter on Vocational Guidance.) A well planned curriculum and the best of instructors in special subjects cannot cope with poor preparation or inherent unfitness.

*Third.*—A standard in dictation speed and correction of mistakes less rigorous than that which the pupil must encounter in actual business. This applies specifically to average pupils. The fact that High School of Commerce graduates have received gold medals from the Remington Typewriter Company for proficiency in stenographic work is a proof that, with the more promising pupils, the school is able to produce superior results.

*Fourth.*—Inadequate provision for experience in actual business conditions. It is possible that the school room cannot by any device be made to duplicate an office; but a plan of co-operation with business men might be tried here, as in the Boston Commercial High School, where undergraduates go into offices by a part-time arrangement, usually in the summer vacation. Students might thus gain an experience which they can apply to their school-room training; and they would not require the same amount of adjustment when the real first position is entered upon.

*Fifth.*—A standard for graduation that is not sufficiently exacting. By a system of under-

graduate experience in business, as outlined above, the trial employer would be able to return to the school a record of a student's failings and good points. The school on the basis of such records could supply requisite training, could grade graduates with a degree of correctness, and could frankly tell a prospective employer just what they have to offer. Follow-up of graduates in their experience after leaving school may no doubt be illuminating to a principal with regard to the general trend of instruction needed; but follow-up of undergraduates while still within the school gives unequalled opportunity for giving individual aid and for, when a case demands it, *maintaining the standard of the school by refusing graduation*. Certainly a definitely vocational school has far greater reason than any other school for preventing the continuance of incapable pupils, for prolonging the course for insufficiently trained pupils, and for ultimately refusing graduation if the standard of achievement is not reached.

## CHAPTER II

### PRIVATE COMMERCIAL SCHOOLS

Two thousand one hundred and sixty-two boys and girls are, this year, enrolled in the private business schools and "colleges" in Cleveland, 722 of these students attending night classes. There are eleven such schools altogether, nine on the East side of the city and two on the West. For this report, all schools have been visited and recitations have been heard in eight. (See Table I on page 22.)

The eleven schools fall naturally into three groups, according to the general standards of entrance requirements and the calibre and age of students (see Table II): *The Grade School Group*, which secures most of its students by solicitation from the seventh and eighth grades of public schools. This group obviously is the lowest of the three in entrance requirements. Its students—mere children, many of them—are of poor or foreign families

TABLE I

## PRIVATE SCHOOLS

<i>Schools</i>	<i>No. of Visits to School</i>	<i>No. of Gradu- ates whose Employers have been Interviewed</i>	<i>No. of Records Showing Occupa- tional History of Graduates</i>	<i>No. of Graduates Interviewed about their Training</i>
No. 1....	5	67	56	17
No. 2....	2	0	79	25
No. 3....	2	0	1	0
No. 4....	1	0	5	1
No. 5....	2	0	57	3
No. 6....	2	0	30	2
No. 7....	1	0	38	0
No. 8....	1	0	14	0
No. 9....	1	0	0	0
No. 10...	6	54	133	54
No. 11...	3	0	125	1
Totals.	26	121	538	103

largely and have little or no background of education. *The High School Group*, which, as its name implies, represents a high school standard of preparation, attracts young people of maturity and intelligence, who as a rule come from families who are ambitious, living comfortably, and have

fair standards of education. *The Mixed Group* includes the smaller schools and covers students who vary widely in age and experience and apparently are alike only in the mediocrity of their qualifications. Class-room unity or even homogeneity is lacking here more than in any other group, perhaps because the others are large enough to recruit their students by an organized plan of solicitation in somewhat definitely defined fields. Students of the *Mixed Group* seem to be chiefly of two kinds—joyless pluggers and irresponsible shirkers. Very few appeared to apply themselves with normal industry and spontaneous interest.

In this discussion the private schools are referred to as belonging to one of these groups—The Grade School, the High School, or the Mixed. The numbers one to eleven, designating each of the schools, are used consistently throughout.

Table II gives a general picture of the teaching conditions and the equipment of each of the eleven schools. Schools 1 to 4 inclusive, belong to the Grade School Group; 5 to 8 inclusive, to the Mixed

TABLE II—PRIVATE SCHOOLS

SCHOOLS	QUARTERS	EQUIPMENT	No. of Teachers	DAY No. of Pupils	Age of Majority	No. of Teachers	NIGHT No. of Pupils	Age of Majority
No. 1.	Bad light, crowded. Not very clean. Office bldg.	Chief typewriters, stenotype, adding mach., office practice equipment.	7	300	15-18	7	50	15-18
No. 2.	Bad air. Fair light. Cleanliness fair. Old office bldg.	Chief typewriters, adding mach., office practice equipment.	3	150	15-18	3	100	17-21
No. 3.	Good air and light. Clean. Crowded. Seats badly adjusted to pupils. Entire bldg. Well built.	20 typewriters of standard make.	2	54	15-18	2		15-18
No. 4.	Good light. Poor ventilation. Clean. Modern office bldg.	Chief typewriters, letter copying machine, adding machine, comptometer, office practice equipment.	6	150	15-18	6	30	15-18

GRADE SCHOOL GROUP

SCHOOLS	QUARTERS	EQUIPMENT	No. of Teachers	DAY No. of Pupils	Age of Majority	No. of Teachers	NIGHT No. of Pupils	Age of Majority
No. 5.	Dingy. Not very clean. Entire bldg. Structure old and forlorn.	About 25 typewriters of standard make.	9	130	16-20	13	195	17-25
No. 6.	Bad air and light. Crowded. Small. Clean modern office bldg.	5 or 6 typewriters.	4	40	16-20	4	40	
No. 7.	Good light and air. Ample space. Office bldg.	Chief typewriters.	2	20	19-25	2	30	
No. 8.	Crowded. 4 rooms in flat. Mussy.	4 typewriters.	2	50	16-18	2	20	
No. 9.	Excellent light in 1 room. Fair in others. Ample space. Clean modern office bldg.	6 Underwood typewriters, adding mach., comptometers.	1	17	17-19	1	8	
No. 10.	Very clean. Excellent light in all but one room.	Chief typewriters, stenotype, adding mach., filing system.	8	124	18-23	10	62	
No. 11.	Good ventilation. Excellent light. Large airy rooms. Ample space. Entire school bldg.	Chief typewriters, stenotype, adding mach., filing system, telephone exchange, office practice equipment.	18	516	17-21	21	187	

Mixed Group

## High School Group



Group; and 9 to 11 inclusive, to the High School Group. A little study of the information here set forth shows that those schools which have the lowest standards for entrance requirements (the Grade School Group) have also a monopoly of nearly all other undesirable conditions. It will be noted that schools 1 to 4 have crowding, bad air, and bad light while, in contrast, schools 9 to 11 (of the High School Group) are generally described as having ample space, ventilation and good light.

The equipment of the Grade and High School Groups appears to be about even in the number and variety of machines, but filing systems are found only in the High School Group. The Mixed Group has obviously the least equipment, but this is partly because some of its schools offer specialized work in one subject only.

The usual age limits for Grade School Group schools are 15 to 18 years; for High School Group schools, they are 17 to 23 years.

Important comment can be made on the com-

parative size of the groups and the number of pupils per teacher. The Grade School Group numbers 654 and employs 18 teachers; the High School Group numbers 516, employing 27 teachers. This proportion is shown by groups as follows:

DAY SCHOOL

*Grade School Group*

*High School Group*

3 teachers for 150 students

8 teachers for 154 students.

as compared with

7 teachers for 300 students

18 teachers for 375 students.

as compared with

NIGHT SCHOOL

3 teachers for 100 students

21 teachers for 187 students.

as compared with

The personnel of the teachers reflects in general the standards of the groups as already set forth. This is evident in the "snapshots" which follow. The teaching force of the High School Group seems, on the whole, capable and well-equipped and includes, among its numbers, several men and women as fine in culture and outlook, as any of the staff of the High School of Commerce; but the Grade School Group, with few exceptions, provides teach-

ers of no culture, limited education, and unattractive personality, who are far from setting up, in themselves, any sort of desirable standard of social or business ideals.

#### SNAPSHOTS OF SUPERINTENDENTS AND TEACHING FORCE IN THE PRIVATE COMMERCIAL SCHOOLS

##### SCHOOL No. 1.

She calls her pupils "Dearie," and said over the telephone, "No, we don't offer no courses like that." She admitted tranquilly that she places a number of pupils of 14 and 15 years of age.\* She said the school no longer teaches History because the pupils do not like it.

##### SCHOOL No. 2.

Approachable and kind in manner but crude and of slight education was this superintendent. She believes in the efficiency of the school, but admitted that the pupils are too young. The bookkeeping teacher was confused in the explanation of his system.

##### SCHOOL No. 3.

Very reluctant to talk. He showed how

\* The child-labor law of Ohio forbids the employment of girls under 16 years of age, and of boys under 15, in any occupation.

the seating capacity of the school might be doubled, utterly disregarding the extreme cramping of the children that would result in so doing. A vulgar type of man with a suspicious expression and a glassy eye, very far removed from the desirable type of educator.

#### SCHOOL No. 4.

Proud of school. Expressed great regret that the entrance requirements were so low, but said he was powerless to help until the commercial teachers were united on this question. A shrewd business man rather than an educator, but he feels some responsibility toward his pupils, and often goes with them to their first places.

#### SCHOOL No. 5.

A school man of the old fashioned type; classical and out of touch with modern business. Stenography teacher very keen and alert. Thinks the standards of both school and employers are far too low.

#### SCHOOL No. 6.

A soubrette in appearance. Very anxious to talk about her school and herself. She spoke of her students as "My children," and of certain industrious night students as

"Dear boys." We asked her if she found positions for her graduates; she remarked artlessly, "Oh, yes, they come back, and back, and back, and still we keep on trying to help them."

SCHOOL No. 7.

Smooth talker. Indifferent to the question of raising the standard of commercial education. She thinks her school a perfect thing in a small way.

SCHOOL No. 8.

Two teacher proprietors. "We love our school," they cried. "It is our life." They do not teach bookkeeping because they feel it is a great waste of a girl's time. Very voluble vulgarity characterizes these people.

SCHOOL No. 9.

He considers it excellent business to keep the standard of his school high, and young children out of it altogether. He talked in a rambling fashion, but gave clear explanations of the machine work he emphasizes in the school.

SCHOOL No. 10.

Heads and teachers of this school are superior,—attractive in appearance and man-

ner. They are broadminded, keen and kindly, with excellent standards of education and character and a great sense of responsibility for the student and toward the employers. Very young applicants are continually being refused admission to this school.

#### SCHOOL No. 11.

Head of school is a man of keen intelligence and breadth of view of business in general. Very much interested in the welfare of his students. Refused to introduce the Dictating Machine because it is, in his opinion, bad for the nerves of the operator, and because, in the way employers now use the machine, it makes for mechanical work. Teachers are proud of the school and of its equipment, and are eager to give information. Earnest in conducting recitations and keenly in touch with the modern business world and its demands.

### SNAPSHOTS OF THE PUPILS ATTENDING PRIVATE COMMERCIAL SCHOOLS

#### SCHOOL No. 1.

Very young, most of them 15 years; ill-mannered and noisy in the halls. Poorly dressed; general appearance of personal untidiness and carelessness. Seem to work with

great concentration. Atmosphere of cheapness as to personality and standards pervades the schools. An almost unnatural fury characterizes the work done, that nevertheless does not convince the observer that the students thoroughly comprehend what they are doing.

#### SCHOOL No. 2.

Usual age, 15. Fairly neat. Some little girls have their hair hanging down their backs, and a number of boys in short trousers seem very small. The children show great application, but it appears unbelievable that such youngsters should understand the complicated system of bookkeeping that is taught. The teachers said it was not so easy as it looked to make them stick at work.

#### SCHOOL No. 3.

An immense room, without partitions, filled with desks set close together. In the seats sit the pupils, some towering, some with shoulders barely coming to the top of the desk. Very young. A manner of gawky immaturity characterizes the class, who are quite homogeneous in the plain cheapness of the clothes they wear, and the blankness of their expressions.



SCHOOL No. 4.

Only fairly mature. Seem earnest and able to concentrate intently. More girls than boys. Look commonplace and colorless.

SCHOOL No. 5.

Pupils mostly girls. Young, rather frowsy looking. The exception is the well dressed, efficient looking girl. Most of this group look impossible for office work.

SCHOOL No. 6.

A heterogeneous collection of workers. Some very young looking girls; most of them mature. A few quite middle-aged. Many of the girls look as if they had been wage-earners for years.

SCHOOL No. 7.

Small school. Day students are all girls, and seem quite mature, but ordinary in every way.

SCHOOL No. 8.

Nice looking type, but very commonplace; dressed with great variety of taste, some in jumpers, some in fussy clothes, and a few in appropriate office garb. Many of them look as young as 15. The girls talk together on

the sly and there is not much sense of order. Only one boy in the day school.

SCHOOL No. 9.

Suitably dressed, mature looking, business-like, concentrated.

SCHOOL No. 10.

Very mature, dignified and business-like. The boys look like young men, and the girls appear adequate to fill the positions for which they are training. Great concentration, wholesomeness, interest and hard work, without rush, are characteristic of this efficient looking group.

SCHOOL No. 11.

Mature, business-like, full of energy. In changing classes the pupils pass quickly from one room to another with little talking in the halls and no loitering. Girls are sensibly dressed, and the boys, for the most part, looked keen and mature. Concentration very remarkable.

In addition to the courses as shown by Table III following, most schools offer what they call a "combined course," usually a combination of the Stenographic and Bookkeeping (or Business) courses. The charge for the combined course is a little less

than the sum of the prices of the separate courses that make it up. STUDENTS ARE URGED AND GENERALLY PERSUADED TO TAKE THE COMBINED COURSE ON THE GROUND THAT IT IS A COMPLETE PREPARATION FOR ORDINARY OFFICE WORK; AND THE COST OF THE COMBINED COURSE IS USUALLY \$100. Unit courses meaning the single subjects, such as Typewriting, Penmanship, Billing, Expert Accounting, are given on request and at a somewhat higher rate than when in a course with other subjects. Unit courses are more frequently given in night than in day classes.

In some schools, particularly those of the *Grade School Group*, the courses outlined in the catalog are so padded that they seem to offer a great deal for the money, although really what is published is a conglomerate of the details of a single subject. For instance, one school offers "Bookkeeping, Double and Single Entry; applied to all business purposes such as, Wholesale and Retail Commerce; Jobbing Grocery; General Merchandise; Manufacturing; Partnerships; Corporation Stock Com-

TABLE III

## PRIVATE COMMERCIAL SCHOOLS

SCHOOLS	Entrance require- ments; minimum preparation	Period	Tui- tion	Courses	
No. 1.	* VI Grade	6 mo.	\$60.00 course	<i>Stenography</i> Pitman-Graham shorthand, touch typewriting, gram- mar, correspondence, spelling, penman- ship, office practice. Same as above.	<i>Stenotypy</i> Same as stenog. with substitution of stenotypy for shorthand.
No. 2.	* VI Grade	6 mo.	\$60.00 course		<i>Business</i> Bookkeeping, bus- iness arithmetic, rapid calculation, commercial law, office practice.
No. 3.	* VI Grade	6 mo.	\$60.00 course	<i>Stenography</i> Gregg shorthand, touch typewriting, grammar, cor- respondence, spelling, pen- manship.	<i>English</i> Grammar, reading, spelling, penman- ship, arithmetic, rapid calculation, geography.
No. 4.	VIII Grade	6 mo.	\$60.00 course	<i>Stenography</i> Pitman & Graham short- hand, touch typewriting, grammar, correspondence, spelling, penmanship, office practice including tabulat- ing and letter copying.	<i>Bookkeeping</i> Bookkeeping, business arithmetic, rapid calcula- tion, correspondence, spelling, penmanship, commercial law.
No. 5.	VIII Grade	6 mo.	\$10.00 month	<i>Stenography</i> Pitman shorthand, touch typewriting.	<i>English</i> Grammar, reading, spell- ing, arithmetic.
No. 6.	VIII Grade	4 mo.	\$35.00 course	<i>Shorthand</i> (30 days) Boyd shorthand, typewrit- ing, business correspond- ence, spelling.	<i>Business</i> Bookkeeping (short course) Bookkeeping essentials.
Mixed Group					<i>English</i> Rhetoric, correspondence, spelling, penmanship, arithmetic, history.
GRADE SCHOOL GROUP					<i>Bookkeeping</i> Bookkeeping, business arithmetic, accounting, grammar, correspondence, spelling, penmanship, of- fice practice.

SCHOOLS	* Entrance requirements; minimum preparation	Period	Tuition	Courses	
No. 7.	VIII Grade	6 weeks to 4 mo.	\$60.00 course	<i>Stenography</i> Shorthand and typewriting.	
No. 8.	VIII Grade	7 mo.	\$ 8.00 month	<i>Stenography</i> Graham & Eclectic shorthand, touch and visible typewriting, business correspondence.	
No. 9.	1 or 2 years high school	6 mo.	\$48.00	<i>Stenography</i> Pitman shorthand, touch typewriting, English, correspondence, spelling, book-keeping (short course), office practice including filing.	
No. 10.	1 or 2 years high school	7 mo.	\$80.00 course	<i>Stenography</i> Pitman shorthand, touch typewriting, English, correspondence, spelling, penmanship, office practice, including filing and mimeographing.	<i>Stenotypy</i> Same as stenog. with substitution of stenotypy for shorthand.
No. 11.	1 or 2 years high school	7 mo.	\$35.00 for 10 weeks; \$30.00 after.	<i>Stenography</i> Pitman & Graham shorthand, touch typewriting, correspondence, spelling, penmanship, office practice, including filing and mimeographing.	<i>Business</i> Bookkeeping, business writing, commercial arithmetic, accounting, rapid calculation, correspondence, commercial law, office practice. <i>Private secretary</i> Includes stenography or stenotypy course and business course. Also advanced rhetoric, filing and lecture course.

\* When these schools admit children of VI grade preparation who have not reached the age of 15 (for boys) or 16 (for girls) they are violating the Ohio State School Law as interpreted by the Cleveland Board of Education. (See page 28).

panies, including Check and Safeguard Systems, also Voucher Systems; Business Customs; Lectures; Commercial Law; Business Papers; Business Arithmetic; Correspondence; Spelling and Defining; Penmanship; Rapid Calculation; Practical Grammar; Office Drill and Banking." A vivid contrast appears in a catalog of a school of the *High School Group* which offers the same subjects as follows: "Penmanship; Commercial Arithmetic; Commercial Law; Business Correspondence; Spelling; Rapid Calculation; Office Practice and Banking."

Four schools possess a rather elaborate equipment for giving pupils concrete practice in the affairs of real offices. A section of the Bookkeeping room (in one school an entire room is used) is partitioned off, and built to look like a suite of modern banking or business offices. Back of the wire cages sit a boy and girl, working over the "Company's" books, the Company being the school itself. Other students come to the window to bank, settle accounts, or to buy stocks or merchandise with their paper money. The transactions of the fictitious company go on with perfectly balanced books, (ideally),

while relays of students replace each other in the roles of merchant or cashier for this illustrative lesson in actual business. Business correspondence is also actually executed, and one school has perfected a system by which its students carry on business with students of business schools in other cities. It could not be ascertained that more than two of the four schools use this equipment seriously. The head of one of the best schools did not have this equipment in his school because he felt it was not the way to secure real business training. He felt it was a waste of time and a childish procedure to ask mature students to play such a game of pretend business. Another school proprietor said, "I used to have those cages and all that paraphernalia by the yard, but I saw it did not do any real good, so I had the students put the time on straight analytical work."

The following are gleanings from records of classroom observations:

### *Shorthand and Typing Classes*

Students are classified as belonging to first, second and third speed, and advanced accord-



ingly, thus putting all the emphasis on speed and none on accuracy. (School 2)

Dictation given to entire student body at once except the mere beginners. The dictator varies speed from fast to slow, and students get what they can. Very uneven results shown in reading notes. (School 6)

When pupil reaches speed of 80 words a minute, she is thought ready for a position regardless of the other essentials of preparation. (The High School of Commerce requires 100 words a minute of its graduates.) (School 8)

In contrast to the usual plan of teaching the combined Bookkeeping-Stenography courses in which Bookkeeping precedes Stenography, this school offers Stenography first, so that the pupils in the Bookkeeping class may dictate their business correspondence as if in a real office. (School 9)

Class speed practice very thorough. Analysis and discussion by class of the best way to write various words in Shorthand. (School 11)

Excellent system of organization of a number of homogeneous classes, so that as fast as a student progresses in speed and text book knowledge beyond one class, he may be advanced to the next. (School 10)

### *Bookkeeping*

Short practical courses offered stenography

students, containing only essentials of book-keeping without any unnecessary elaboration. (School 6)

Fifty-five children taught by one teacher. No discussion or explanations given to the class. This is the "Individual System." (School 3)

A *Community System* worked out so that the school is divided into three or four groups which call themselves by the names of large cities and do business with each other by correspondence. (School 9)

The "*Individual System*" is a term business schools use, apparently, in order to boast of their thorough method of teaching bookkeeping. As a matter of fact, some work with the class as a whole in this subject is profitable as proven by the method used in the Public Schools. The Individual System, as it works out, means that where there is only one teacher for a huge class, the student who is supposed to go ahead with the study of the text and ledger work and to bring up difficulties for the teacher to explain, does not actually get a chance at the busy teacher, and his work is delayed or remains incorrect for a long time, because he cannot get help when he needs it. (Practically all schools of the High School Group have small enough classes to make actual individual instruction possible.)

*English*

In the *Grade School Group*, English work is required of all children who have not passed the eighth grade. They are supposed to make up, in a few months, the work of one or two public school grades, and are advanced when they have passed an examination. In the *Grade School Group*, English is taught only to these deficient pupils and not as a regular course. In one school English is only given to pupils of seventh grade standing, or offered upon request. The instructor stated that much less than ten percent of the pupils in a year ask for it. The instructor, in another school, who was dictating Spelling to the class, divided words with reckless incorrectness. (School 2)

For a school in the *High School Group*, the following report is given verbatim from the records: "The intermediary and beginning English classes were observed. Letters were handed to the teacher, which had been composed by the pupils on a given subject and were based on models in the text. The teacher read the lessons which had been previously typewritten and passed about the class. Wrong things were put before the children in concrete, definite form for them to correct, thus giving emphasis to the image of the wrong. The teacher recited the whole lesson himself giving all the corrections, and the students merely checked off their papers.

No positive information was given. If there was a choice of two correct words, one of them being better than the other, the teacher gave no choice, naming the one word. No reasons were asked for on either side and none were worked out by any of the processes. It was a mechanical, routine performance. There was no interest on the part of teachers or pupils. Absolute boredom reigned so supremely that the pupils, completely under a spell of dullness, failed to recognize a feeble joke which the teacher attempted half-heartedly. All of his humor, however, came out in a great laugh with which he said to one of his visitors, "These students take the type-written lessons, then the text, and finally a test. If they do not pass they have to take it all over again." This protraction of the course of dullness was more than his risibilities could stand without giving way. (School 11)

On the whole it may fairly be said that the students are taught insufficient English in any business school, and particularly, not enough sentence structure and punctuation. The *High School Group* takes too much for granted the previous preparation of their students in English, and the other schools make entirely insufficient effort to cope with the difficulties due to illiteracy and foreignness in the families of their children. POOR ENGLISH PREPARATION IS PROBABLY THE CHIEF OF ALL THE

## OFFENCES OF THE GRADE SCHOOL GROUP.

*Business Ethics*

Ideals of what is fair play toward the employer, and what is to be expected on the worker's part—standards of professional pride and interest in work—are inculcated by the schools of the *High School Group*, which at least make an effort, unknown in the other schools, to present such standards in talks before the advanced classes. In other schools this effort is lacking.

Interviews on training, held with students and employers, brought out comments as follows:

## GRADE SCHOOL GROUP

Students of the *Grade School Group* of schools complained, not only of definite failures of the curriculum, but of the unsatisfactory general conditions of the schools: crowding, the lack of attention, indifference, constant changing of teachers, failure of the school to keep promises, lack of discipline, waste of time, general dissatisfaction. All these comments have been uttered by the students belonging to this type of school, and usually in connection with their re-

fusal to endorse to other girls what the school has done for them.

This graduate said with great earnestness: "I wouldn't recommend that school to nobody. I didn't get a thing off that school. When I came back, after the first day, I said to my Mama: 'Is that a school that is like that?' In the bookkeeping class we gets out our lunch and eats it and nobody says anything at all. They do say now that they got a good shorthand teacher in that school, but when I was there, she was no good. Nobody did any studying in that school. We have Spelling, but nobody ever corrects it, and if the kids did not answer, they didn't get anything for it. That school may be some good now, but it wasn't when I was there." (She was graduated in 1913). The school also failed to send this girl to places that were good, and she has practically had no shorthand work, only typewriting, which proves a waste of most of her special training.

Felicia began by saying contentedly, that she had no complaints to make of her school, and she went on: "I think it's an all right school. So many of the girls slam it, but I don't think I have any kick coming. Yes, I found it was very hard to get adjusted to my first place. Why, at school, of course, I could take dictation



as slow as I pleased. They gave it to you slow, and if I didn't get it, I could always get it off somebody else, don't you know. But, Gee! you haven't anybody to get it off of, in a real office. I felt real up against it, at first,—and then mistakes!—At school, you could make a lot, and it didn't matter. I could correct 'em and get right things off others. But your employers won't take mistakes, and I just had to buckle down and learn not to make any. Yes, it was hard at first. At school we could always take another sheet of paper and begin again, but I found I was using my employer's paper all up, and I had to stop and be more careful. Now I'm trying not even to rub out. I surely want to be a good stenographer, there are enough bum ones around. Yes, when I first went out to places, and got tired of doing temporary work where the school sent me, I tried answering ads to get a permanent place but I was just discouraged. Everywhere you went there was dozens of girls before me. One place I counted seventeen. I just thought the jobs were all taken, that there were too many stenographers already and that I had spent my time and money for nothing. But I've got a good job at last, and I guess I will stay. I am going to be a good stenographer, but I certainly was not good at first. My employer said to me: 'Say, you call yourself a stenographer?' But I said



to him: 'Just you wait and give me a trial.' He did wait, and I'm coming out all right. He certainly remarked the other day on how I had improved, and I mean to." Felicia added that she was sorry she was not making more money, but she was learning a lot at last, and she thought that was advantage enough to make her stay.

Out of the 128 employers interviewed for the investigation of the field of office work for girls, 41 definitely expressed themselves on the subject of training schools in Cleveland. Thirty-seven of these offered general commendation to the business schools belonging to the *High School Group*, as compared to 4 who commended the schools belonging to the *Grade School Group*.

"The private commercial schools ought to be more careful," said one employer, "about the course they advise their students. The girl I have only took stenography at the school. When she came to the office, however, she proved to be only a fair stenographer, but when I taught her my bookkeeping system, she developed a real talent and liking for bookkeeping." It was quite accidental and through no

effort of the school that this girl happened to have this tendency discovered.

The general criticisms offered by employers relate to the maturity and to the quality of the intelligence and manners of the girls whom the schools have turned out supposedly fitted for positions.

When speaking of the work of his stenographer, this employer said she had a good general education, but was not old enough or mature enough to do her work well. Although her actual stenography was good and accurate, it was her lack of mentality and maturity that made her unfit for that particular company. "We want a girl," commented the employer, "who is old enough to grow in her work and sufficiently developed to really grasp what she is doing. This girl was not, and therefore, could not be retained."

Mr. R. said that he was a "kind hearted business man," and that was why he kept employing Katherine. He admitted sadly that it was quite possible that he was mistaken in his charitable view, and was doing the wrong thing for Katherine and for the world at large. "For really and truly," he mourned, "she is absolutely no good as a stenographer, and never will be any good. She is too Irish, for one thing! Her

English is beyond anything I ever knew. Never can send out a letter without the most careful supervision and frequently they have to be done over. She continues to say: 'We cent to-day,' or 'We ship you yesterday,'—almost unbelievable things, and no amount of correction on my part will break her of it." When asked about this girl's typing, the employer's gloom only seemed to deepen, and he said it was no better than her English. "Mussy and inaccurate. She is a good girl, and nice," he said, but added that she was not at all prepared for office work. He tranquilly admitted that it was outrageous for him to put up with her vile work. When asked if Katherine had ever done any bookkeeping, he threw back his head and cried: "Mercy, no! She could never keep books."

One employer swept his hand over his head, when asked about a girl, "Yes, she is still with us," he said with a grin. "No, I do not use her for stenography, at least—not any more. I have tried it, but for over a year I haven't dictated to her at all. I wouldn't be bothered. I says to my brother: '*You try her! You talk slower than I do.*' So he did. After a while, he came over to me and said: 'No use, she can't do my letters.' So after that we just put her on the books. Perfectly routine work that scarcely takes any intelligence to do it.

Some one else checks up all her entries. That girl did not stay in school long enough to be anything but half-baked. She didn't know anything when she came. She didn't get my words in dictation, and what she did get she couldn't set down in proper form and put in a grammatical sentence. She cannot punctuate, or spell or paragraph. Sure! She came straight from the school. She could run the typewriter, but not very fast. All we give her in typing is form letters, all alike but the address, and she copies them. It is routine work, very much like shop work, but we couldn't use her for anything important. We'll get rid of her when we can."

Another employer took a great personal interest in his stenographer and has done his best to make something of her. He said she was poor in English and in stenography, and a poor typist, when she came. She never used a bit of her bookkeeping training, for that was too complex to fit his simple system. He tried to give her some standard of business-like conduct and appearance, which evidently neither school nor home had been able to provide. She used to come to work in a soiled party gown with her hair done in elaborate and be-ribboned coiffures. Certain inherent qualities made the girl worth while for him, but nothing in her preparation made her valuable.

Comments upon the schools' training in specific subjects were elicited wherever possible. In stenography and typing especially, complaints were bitter on the part of both girls and employers.

"No, I was not a bit prepared for my first place. It was very hard for me all the time. The dictation is so hard even yet. They give it so fast. I never *could* take it fast. I am not good in shorthand. I'm not much faster now, and that was nearly three years ago." She added that many practical details such as making carbon copies had been unknown to her when she began her work. When she was asked how in the world, if that were true, she had held her places even for a month, she laughed and said: "I guess it's a good bluff as much as anything else. I could always ask what the right words were, in the dictation, and what I didn't know I could make up. That's all right—even good stenographers ask."

One employer burst out: "I have known many a poor stenographer, but none so poor as Susy. She was absolutely no good. Her dictation was inaccurate. She put in the letter many statements never made. Her typewriting was simply wretched. Letters came from her machine all smeared with erasures and mistakes."

Another statement from an employer—and it is typical of many—was: “That girl is poor in stenography and in English. Her sentences very often make no sense at all. Inserted words, not dictated, spoil the meaning of careful dictation, or she omits important words. She has no idea of sentence structure, and is careless and inattentive.”

Students of the *Grade School Group* mostly complain about the bookkeeping training that they had, but in a few cases, they did say that they thought they had been well taught, and several employers of graduates of this type of school remarked that their bookkeeping was very good.

One girl was engaged as a stenographer. Her employer said that he tried her out on the books and found her so good that they were turned over entirely to her.

Miss H. said that she “simply hadn’t learned a thing in bookkeeping,” and thought neither teacher nor method was thorough. She thought the system was confusing, and that students were jumped from one sort of business study to another, before they understood it thoroughly. The whole course proved perfectly worthless to her, although she was a high school graduate, and spent five months at the business school.



One girl remarked: "I won't advise any friend of mine to go to my school or let any of my family go. They don't teach you good. In bookkeeping we never got no attention at all. I don't believe that I knew one thing more about it when I came out of the school than when I went in. And the way they let them ignorant kids take bookkeeping! Why, they just let any one in the world in."

Employers of several foreign girls either discharged them or kept them at mechanical work at low wages, because their English was so incorrect or so unreliable. Yet they had been placed as graduates of business schools. Employers offer a long list of definite grievances against the English training of the graduates of these schools. Their English is seldom reliable and has to be supervised constantly; their punctuation is poor and they are inaccurate.

Although employers are usually more conscious than the girl herself of her failures in English, she often expresses regret for her lack in this respect.

One girl, for instance, a graduate of a school from the *Grade School Group*, lamented that her chance to advance was curtailed by her ignorance of correct English. She said disconso-



lately: "I could have took high school, but me thinking it was quicker to go to 'college,' I done that way."

One girl lost her promotion from multigraphing to stenography because her English was so poor.

An illustration of the wrong kind of business spirit that exists among young office workers, and of their need of definite instruction in business ethics, may be had in an incident which an employer relates.

He had advertised for a stenographer who must be a high school graduate. A girl applied and answered in the affirmative when asked about a high school preparation. At the end of the interview the employer asked her from what high school she came, whereupon she burst out crying, saying she knew she could not "keep up the bluff," but her instructor in the business school had told her she would never get a position if she did not say she was a high school graduate, though, really, she had never advanced beyond the eighth grade.

Another employer said of his stenographer that she had evidently been taught no professional pride, because she always put her hat on at the tick of five no matter what important correspondence was lying about unfinished.

She was in a responsible position with a big opportunity in it. "But she never saw it," said the employer. "To her it was just a job from eight to five, until I talked to her and taught her that something more was required."

### HIGH SCHOOL GROUP

When students of the *High School Group* of girls have been asked for criticism of the curriculum, they have suggested that more emphasis should be placed on billing and filing, and that more time and supervision should be allowed the typewriting and speed practice. This complaint is substantiated by a number of employers of these students, who chiefly mention slowness as a noticeable fault; but a few complaints of poor English and uncertain notes have been registered.

"Miss E. is splendid now," said one employer, "but she certainly was worthless at first. A well trained girl, with good education and fine qualities, she was quite worthless in the beginning, because her stenotypy was so slow."

In contrast is the following comment from an employer of another graduate of a school in this

group. This comment is typical of the majority of employers.

“I remember the work she did when she first came to me very well, and I thought her exceptionally good,” said one employer about his stenographer. “She was well prepared, quick and accurate from the beginning. Of course, she needed to pick up a good many things, I had to teach her, but she had the background of equipment for it already. Her English was excellent. She had general education, being a high school graduate. That makes all the difference in the world. She came of a business school of very high standing and showed the result in her work from the moment she began. Now she is perfectly reliable in anything we entrust to her.”

In all but a very few interviews with the graduates of this group of schools, the distinct impression gained was that of intelligent praise of their training. The high quality of teachers, the high ideals of work and entrance requirements, the conscientious attention given each individual, the fact that promises are kept, the business-like atmosphere of the school—all are keenly appreciated by the students.

Miss C. uttered an often repeated comment about her school when she said: "It certainly is an asset to be a graduate of that school. I realized it most when I was looking for a position and interviewing employers. Many of them would begin by asking me, 'Are you from the —— School? That is a very good school, isn't it?', and this was a very happy introduction to the interview."

Students of the *High School Group* comment frequently on the thoroughness of the training and the high standard in teaching stenography. Many of the graduates suggested, however, that a wider range of business should be covered and a greater variety of business terms used. Typewriting needs to be more carefully supervised. Bookkeeping is good.

This criticism was sustained by an employer of a graduate of a school in this group. He said of her: "Her English was good, and she was very intelligent in general, but her notes and typing were unreliable. She was not sure of getting all of the dictation, because she did not take it fast enough, and was very reluctant, in spite of my request that she do so, to come and ask me exactly what I had said. I did not like this trait, although she was in many ways a valuable girl."

Another employer, interviewed about the work of one of the graduates of a school in the *High School Group*, said: "Her preparation in bookkeeping was simply perfect. She is employed in the cost department and is making use of all her bookkeeping training in this work which she does in a most satisfactory way. The cost work is difficult figuring, and she is clear-headed and accurate. After I have explained anything to her, the girl never asks a question or tells whether she understands the work or not, but I can always be sure that the results will come in correct and in approved form, just as I want it. I never had a girl so completely satisfactory or one so thoroughly grounded in the principles of mathematics and bookkeeping as this girl."

Employers of the students from the *High School Group* of business schools remarked with enthusiasm upon their accuracy in spelling and their excellence in English.

Said one employer: "If only all the girls who go out into offices were as well trained as this girl of mine, there would be no problem. She was well prepared for business, both in general education and in special training. Her English is excellent. She could read her notes accurately

from the beginning. Her typing also was clear and her speed good, and she knew how to make up a letter. She is responsive and intelligent—in short a perfect treasure.”

### *Criticisms and Suggestions*

When it is realized that of the 1981 young people entering business courses each year, in Cleveland, 72 percent are in the private business schools, it is apparent to what extent this department of education has been commercialized. The first point to be noted is that each private commercial school is managed according to the idea of the proprietors as to what pays best. There is no official supervision; no check on their efforts to get hold of children; no enforcement of any standard of efficiency. It is time the public knew the truth about the situation and took steps to correct the bad features of it. **AT THE DOOR OF THE PRIVATE COMMERCIAL SCHOOLS MUST BE LAID THE CHIEF BLAME FOR THE INEFFICIENCY OF YOUNG OFFICE WORKERS**, and for the disheartening failure to keep, or even get, the office positions for which they have been expensively trained. The public is suf-



fering in two directions from its policy of laissez-faire toward private commercial schools. *First*, its young people are victimized in that they are drawn into office work regardless of whether the field is, or is not, overcrowded; regardless of their capacity for work of this sort; and regardless of their background of general education. The evil results are waste of the time, the money and perhaps the undiscovered vocational tendency of the individual child; and his relegation, in too many cases, to mechanical, routine office work, with neither interest nor possibility for advancement. *Second*, business inevitably suffers, since office details are more and more being placed in the hands of young girls. If employees are immature and inefficiently trained, have poor preparation in English, and little general education, there is waste, friction and confusion in the office.

It is obvious that girls not well equipped for office work ought not to enter the field. The first step, in raising the standard of this vocation, is to prevent the undirected appeal of the private commercial schools, both to young people, who are not



yet mature enough to make a wise decision affecting their vocational future; and to their parents, who may be too newly arrived in this country to readily understand the situation, or whose greed for a salary speedily earned blinds them to the child's right to a thorough equipment for life and work. (See Chapter 7, Part I.) The entrance age limit, shown to be as low as fifteen years in several of the schools and the entrance educational requirement, which in three schools is the sixth grade, ought to be raised for nearly all students of the *Grade School Group*. Our belief, backed by employers' statements is that **THE AVERAGE GIRL UNDER EIGHTEEN YEARS OF AGE IS UNSUITABLE FOR OFFICE WORK.**

Teachers and heads of schools in the *Grade School* and *Mixed Groups* should be of a higher type, with broader conception of education, greater sense of their duty toward the students and toward the employer, and more practical knowledge of the field of business. Not a few of the teachers are illiterate and even coarse—and their influence must be judged demoralizing rather than helpful.

The curriculum of practically all private schools should be changed fundamentally in several ways.

*First*, there should be longer and more thorough training in English. POOR ENGLISH IS THE KEY TO MOST OF THE FAILURES AND PARTIAL FAILURES IN OFFICE WORK.

*Second*, there should be more thoroughness in stenographic training and more drill in speed and accuracy. The latter depends largely on proper English preparation.

*Third*, clearer and less elaborate system in the teaching of bookkeeping is needed.

*Fourth*, general efficiency training should be given every graduate especially in filing, duplicating and in answering the telephone. Instruction should be given in business ethics.

Placement is apt to be at best a clumsy, if not dangerous, tool in the hands of the private schools. These schools ought to feel, as most of them do, a responsibility for successfully placing the students they have trained. But the schools whose standards are generally low may be expected to consistently place students without questioning the character of the places to which they send them.

Unfavorable sanitary conditions are not frequently met—but the requirements of over-time and the moral situation call for caution. Since placement by private schools can probably be neither stopped nor restricted, there is perhaps nothing practical to urge in this connection except to show that the situation as a whole points one more reason for guarding against the patronage of low standard schools.

Summed up, briefly, the evils apparent in private commercial school methods, and relating almost entirely to the schools of the *Grade School* and *Mixed Groups* are:

Unscrupulousness in securing pupils too young, too unprepared, or personally undesirable.

Unscrupulousness in retaining pupils in school after their unfitness must have been discovered.

Lack of thoroughness in individual oversight due to (1) Overcrowding in class-rooms with too many pupils to a teacher. (2) Unevenness of students in age, general preparation, and inherent ability.

Low type of teachers.

A curriculum providing insufficient general education and practical office practice. Lack of business ideals.

Absence of an official standard of education and official supervision.

## CHAPTER III

### COMMERCIAL COURSES IN PAROCHIAL SCHOOLS

FIVE academies and fourteen grade schools, enrolling (1913-1914) 457 pupils cover the opportunities for commercial education in the Parochial schools. They are about evenly distributed throughout the city, East and West, and are all of them day schools offering no opportunities for night instruction. For this study all have been visited; and, in three academies and ten schools, class work has been observed. Eighth grade preparation is required in all schools and, with but three exceptions, two years is the length of the course. One school begins commercial work in the eighth grade and finishes the course the next year. The other two have a one year course. In the grade schools the children pay about 50c a month which approximately pays for repairs for the typewriters. In the academies the tuition is \$20. or \$30. a year for pupils who are not boarders.

The placement of graduates is not systematized. Former graduates often help by suggesting places they know will be vacant; a number of employers call for workers directly from the school; the priest helps to look up positions for the graduates or simply turns them over to the typewriting agencies for placing. Follow-up of graduates is equally without system. No records are kept of the children who pass from the school to work; but, as a matter of fact, most of them live in the parish of the school and, as they come back to church festivities or to mass, they tell the sisters how they are getting along and what they are doing.

The pupils in the academies come from families well-to-do or moderately so. They have not yet assumed a grown-up air and still wear their hair in braids. They are for the most part charming and wholesome, bright and full of life and interest. Some, of course, seem less attractive but very few are without response to the sisters. There is a sweet courtesy in their manner and though they do not seem to possess the school, they enjoy the sister's possession of it and are keen to win her approval.

The pupils in the grade schools come from poorer families, with some exceptions and, in a few classes, seem even forlorn, and have an impossible appearance and personality for office work. For the most part they are delightfully responsive to the influence of the sister.

The sisters who are the instructors in these classes are as a rule refined, intelligent and conscientious, very hard working and ambitious for the success of their pupils and interested in each individual. Although not always cultured in the broad sense of that word and although somewhat narrow in their mental scope, they are exceedingly earnest and painstaking. With few exceptions the sisters have great charm and sweetness. Their dignity and graciousness, often coupled with humor and energy, create a delightful atmosphere in the school-room through which a great deal of beauty carries. They are all convent trained and have no direct contact with occupations outside of the school or with the world of business.

The purpose of the academies is to supply practical training for probable wage-earners. That



of the grade schools is to hold in school—for two years beyond the eighth grade—those who are, from their circumstances of poverty, inevitable wage-earners. Even though they may not follow the vocation of office work for which they had been definitely trained, the extended schooling sends them out more mature at the start and has increased their wage-earning power.

The parochial schools have a high standard for the amount and quality of their preparation. Teachers and pupils are serious in their efforts and a great deal of emphasis is put on the *form* in which work is done. The discipline varies greatly in the different schools. There is almost a military aspect to some classes, others are constantly in a hubbub, children being allowed to talk to each other in recitation and to prompt one another continually. Sometimes the sister teaches both junior and senior commercial classes—and in one or two cases the eighth grade besides—which results in restlessness and inattention on the part of the children not directly under the sister's eye. A number of school rooms are so quiet and full of

peace and concentration that the question of discipline does not arise. The method of teaching consists in close adherence to the text. Lessons are learned by heart from books and recited with word for word correctness. Very often the class reads or recites in concert. Discussion by the class is never encouraged and the ideas of the individual pupil are not drawn out. Each school is managed separately and there is a great divergence as to texts and standards—some of the texts in use being quite old-fashioned.

The fundamental elementary subjects continued throughout the courses are: penmanship, arithmetic, spelling and grammar. The special subjects are shorthand, typewriting (seldom taught by the touch system) and bookkeeping. High school subjects usually included in these courses are: rhetoric, algebra, literature and history. Time is allowed every day for instruction in church history and the catechism.

The equipment of the commercial classes varies greatly in the several schools. One school, located on the West side, is very well built and planned.

The building is beautiful, fireproof and sanitary, and the commercial classes are well provided for. Besides their recitation room, there are two small isolated rooms arranged for typewriting. The rooms are immaculately clean; the light is good; the typewriters are in good condition and there is a little stand for each machine, with a chair for the student to match. In contrast to this picture is that of a school on the East side. It is dark and dingy, with narrow, dirty wooden stairs, choked with cloaks which are hung upon the walls; and rubbers are scattered all up and down the stairs for lack of proper cloak room. The recitation room of the commercial classes is not very clean and the light is poor. The typewriting is done in a big old room with wretched light and incomplete equipment, the typewriters being set on anything available and having no suitable tables. Between these two extremes are the majority of the school rooms, clean and light for the most part. There are seldom enough typewriters for even half the class, and only about half a dozen school rooms have an adequate equipment. Often the typewriters

are in the recitation room and the pounding of the machines makes an unpleasant din against which the reciting students have to lift their voices. No other equipment, in addition to the typewriters, is ever thought necessary.

The following are recorded impressions obtained through class-room visits in five parochial schools.

1. The sister who taught the commercial classes was very keen and intelligent, highly serious, and extremely ambitious for her pupils. She was broad-minded and human in her relations with them. She took a great deal of interest in outside work, such as helping them typewrite the parts for their dramatic club play, and stirring them up to write essays for the church paper. "This effort," she remarked, "is very stimulating, since all the parish see what kind of work the children do." She has established in her school a fine spirit, and there is an obvious sweetness and charm in the manner of her pupils to each other and to her.

2. The pupils in this school gave a charming impression of attractiveness in personality and manner. They sat in circular rows across the room which gave it an informal, home-like appearance. Several of the girls were the kind

who would be very difficult to place in an office, but most were attractive, bright, and efficient looking. As a group they were well dressed, responsive, and intelligent, but in some ways they seemed very immature. There was a typical "Young-ladies' boarding school" atmosphere in the class, although there were a few girls who, one would have said, were poor. The visitor was given a "show piece," which consisted of a long and sad poem. The class as a body stood back of their seats, reciting in concert with gestures, all this done with great enjoyment and enthusiasm. The typewriters were on the third floor in a large dusty room over the Chapel, which pupils were allowed to use, but which was in no way equipped for them. This lack of business-like atmosphere undoubtedly has its effect on the work of the students. The tables are too high, the seats uncomfortable and the typewriters rattle. Even with this disadvantage the work is fairly good, but still far from being the standard of type-writing that is demanded in a business office.

3. This sister is decidedly firm with her classes, though quiet in manner, and she seemed keen to maintain a high standard of work. She teaches the eighth grade as well as two courses of commercial work; but the eighth grade is small, and the sister says that the commercial classes are also kept small

because she admits only those who are most promising. The sister concentrates quite tensely and evidently has taught her classes the secret of doing it. She gets from them a remarkable response, and she is very proud of their work.

4. Her method is the usual one employed in parochial schools, that of question and answer with very little discussion. Here the form in which the recitation is prepared has a military precision that is not without its appropriateness for business work. Strict adherence to the text is almost inevitable, since neither teacher nor pupils have recourse to actual experience. The texts seemed to be chosen with care and handled with intelligence. Clearness and terseness is insisted upon, but incorrect work was not, on the morning of this visit, commented upon in this class.

5. The recitation room was large and sunny, with about thirty maidens sitting at little birch-wood desks in neat rows, and making an attractive picture, with great ferns in the window for a background. One girl was reciting as the visitor entered, standing alertly at the blackboard. The rest of the class were almost unnaturally graven in the attitudes of extreme concentration and attention; probably the fact that the priest, the head of the



school, was also hearing the recitation, had something to do with the quiet in the class. The students, all girls, were nice looking, dressed neatly, and with taste. There was not one girl in the graduating class who looked an impossible office worker. Their voices were good, their manner most courteous, and the way they rose and stood like soldiers at attention, ready to recite even before they were called on, was impressive in its tribute to the discipline of the teacher. They did not seem stereotyped in their attitude toward their work, they were really interested all the time, and responsive to the sister. Their individuality, had however no chance to appear in their recitations, which were text book stuff, mostly definitions, and the things were learned, unconsciously or not, by rote.

The shorthand recitation was the best heard in any of the parochial schools, the dictation being rapid with only slight pauses at the end of paragraphs. The sister told the visitor that the letters were new material for the class that morning, which made their re-reading of their notes seem remarkable, both for speed and accuracy. There was little hesitation on the part of anybody and neither prompting nor whispering, nor recitation in concert, observed in some classes, were to be found in this one.



In a recitation on "*Business Practice*" the text book was interesting because of the handling of material and not because of the recitation, which was utterly parrot-like. A perfectly practical subject, such as this, that touched the near future of the students so closely was handled as if it were utterly dry, unimportant, and unconnected with life, like the uttering of a creed never comprehended, but mumbled from habit every day, a brilliantly correct, swift, almost machine-like performance, but empty. Evidently discussion and the drawing out of the growing mind of the student are arts never attempted in this class.

### *Criticisms and Suggestions*

Praise must run hand in hand with any criticism or suggestion offered in a discussion of the parochial schools. They inculcate the steady virtues of attention, concentration, seriousness of effort and obedience. Their pupils aim at exactness in figures, excellence in penmanship and a high standard of form. But there is not enough training in the analysis of material. The ability of the future wage-earner to think and decide for herself is too little created and strengthened, and the work is too stereotyped. It is a question and

answer method with insufficient flexibility. No matter how vital is the material dealt with, the parrot-like exactness of the answers to the formal questions is the same. The whole effect of such teaching of modern vocational subjects in a business course is work quite removed from practical application. It is detached from life, stenography being hardly more practical than the study of Greek. Reciting in concert is a method much used and it is a dangerous one unless the sister is exceedingly observing, for the shirk or the pupil who does not know can pretend to be reciting while really doing nothing but move her lips.

The equipment of the school rooms in the commercial classes of the parochial schools is far from satisfactory, and with two exceptions is decidedly imperfect. Never should the typewriters be kept, as they are now in many schools, in the recitation rooms, for they are too disturbing for the class. There should be enough typewriters for at least half the class and they should be kept in good condition, each having its proper stand and chair to match. The light should always be good

in the typewriting rooms as the eye strain is more severe than in ordinary reading. Typewriters in nearly all schools are insufficient in number and variety. There is, in addition, absolute lack of all other kinds of machines such as billers, dictating machines, and stenotypes. There is urgent need for the parochial schools to equip their commercial classes with a filing system, to teach them the use of the telephone, and to give them opportunity to learn to use the more important modern machines, used so largely in a well equipped office.

Undoubtedly, it should be stated that the reason for the lack of equipment in the parochial schools at present is claimed to be due to lack of funds. Some of the parishes are very poor. The commercial work is still in a more or less experimental stage and the more complete equipment of the commercial classes will come in time if those in charge firmly insist that sufficient equipment is important.

The atmosphere of the classes, in general, has charm rather than the keen effort and business-like quality necessary to prepare young people

for work in a business office. The content of lessons assigned is often out of touch with business subjects. For example: In a class in typewriting a girl was diligently copying a love poem, all about "lips and finger-tips;" one class in shorthand had had assigned them a chapter in the "History of Sir Launfal." Much time is spent on music and on learning and reciting poetry, with gestures, which seems misplaced effort in a business course, especially as all too often the graduates after two years training have an inadequate rate of speed in shorthand and in typing.

The criticisms of the parochial schools may be summed up by saying that:

- (1)—THEY ARE POORLY EQUIPPED FOR MODERN BUSINESS.
- (2)—THEY ARE NOT STANDARDIZED EITHER IN THE USE OF TEXTS OR METHODS, AND
- (3)—THEY ARE NOT REALLY IN TOUCH WITH THE DEMANDS OF THE MODERN BUSINESS WORLD.

One sister was asked if she thought the school

ought to introduce any of the machines used so much in large offices today. She replied that she knew nothing of them. "Our life," she said, "is simply a passing from the convent to the school room."

## CHAPTER IV

### MISCELLANEOUS COMMERCIAL SCHOOLS AND COURSES

THE various opportunities for commercial training here discussed are not important enough, on the basis of number of students enrolled, to warrant separate consideration.

#### *Semi-Philanthropic Classes*

There are three semi-philanthropic organizations which offer commercial courses to girls, free, or for a nominal charge. Their purpose is to provide adequate business training for poor girls who cannot afford the time for high school or the tuition prices of the private commercial schools, run for profit. The teachers of these classes are earnest and sympathetic and maintain probably as high a standard as possible under the conditions. They have all had teaching experience and seem to be competent instructors in their special subject. Each organization presents, in its commercial classes, pupils and conditions of a distinctly dif-

ferent type. In one organization, the girls are orphan children under 16 years of age, and are being prepared to go out to shift for themselves. This institution makes every effort to place its graduates well. They are followed up carefully, and helped, if necessary, for years after their graduation. In another organization the girls are from 16 to 20 years old and are also obliged to earn their own living, but are able to afford an inexpensive training. This class is well equipped. The charges are \$8.00 a month during the day and \$4.00 a month at night. Earnest effort is made by this school to place its graduates; follow-up records are now being kept of all its students. The third organization is a club of mature girls, some of whom devote one night a week to commercial study under a competent teacher. The club membership dues of 25c a month cover the expense, the only equipment being one typewriter, on which they all take turns for practice. Most of these girls are already wage-earners, and have taken up office work because they see a chance for advancement ahead of them.



*Private Tutors*

There are in Cleveland only four private tutors in commercial work who publicly advertise for students. Two of them teach only at night; one teaches only during the day; the other, both day and night. The prices charged by the four tutors are as follows:

No. 1.—Bookkeeping—\$9.00 for 15 one-hour lessons.

No. 2.—Stenography; Principles of Bookkeeping—\$1.50 per week—5 hours per week.

No. 3.—Stenography; Bookkeeping or English—\$ .60 per hour.

No. 4.—English and Stenography—\$5.00 per month, 5 hours per week.

One of these tutors is college trained; all but one are practical workers, every day, in the business world. They will teach any one who does not appear utterly hopeless, and they have no fixed educational requirements. They are interested, and intelligent, and seem to be practical in their ideas. Two of them expressed themselves as interested in their tutoring, not only for the money, but because they care about raising the standard of

business work and assisting poor girls to get training at reasonable rates. They do not claim that they make any effort to place their pupils, or to follow them up after the end of the course. It was not possible to obtain from them any statement of the number and type of pupils, since this varies greatly at different times during the year.

### *Correspondence Schools*

There are two schools in Cleveland which are branches of national educational organizations and that offer business training by means other than class work. One, a correspondence school, provides definite training in English, bookkeeping, and stenography—text and typewriter being sent to the pupils as part of the course. The other school deals only with the psychology of commercial work, giving instruction by correspondence and text book study, but supplementing this by oral lectures. "The purpose is to give a tested system of training for the business world." Neither school has any fixed entrance requirements for its

students. The first school allows credit only if the work done and sent on to headquarters comes up to a certain standard. Diplomas are granted on the basis of amount and quality of work and the school has a recognized international standing. It claims to make conscientious effort to find positions for its graduates, and keeps careful record of every enrolled student. The other school feels no personal obligation for placement or follow-up of students. It is chiefly a lecture course. When the lectures have been delivered, and the set of texts completed, the student's connection with the school is severed. The representatives of both schools in Cleveland are intelligent and keen men, the type of good advertisers rather than educators.

## CHAPTER V

### NIGHT COMMERCIAL SCHOOLS

IN this chapter the opportunity for commercial training at night offered by both public and private commercial schools is discussed. The night courses offered in semi-philanthropic and miscellaneous classes are covered in Chapter IV, Part I.

#### *Public Night Commercial Classes*

Five night high schools offer commercial courses, but only three of them include both stenography and bookkeeping. The other two offer bookkeeping and shorthand, but no typewriting. They have a total enrollment of about 700 students. It is not possible to obtain the exact number of students taking commercial work in the night schools, because it is hard to classify students in the English courses as definitely commercial or academic. These schools cover the East, West, and South districts of the city. Their purpose is

to give practical instruction to business workers. The term allotted night school work is 22 weeks. Night courses begin in the first part of October and close the last of March. Classes are held four consecutive nights a week, for a period of two hours, but any one class in stenography or book-keeping meets only on alternate nights. This eight hours of work a week may be divided between two subjects, or concentrated on one. The Night High School of Commerce is the only school that offers eight hours per week of shorthand, the others offering only four. There is no tuition charge, but there is a registration fee of \$1.00, which is refunded, at the end of the term, if the student has attended three-fourths of the time. Texts are furnished free on application. In only one building are typewriters provided by the Board of Education. In the two others that have them, the principal or teachers provide them, charging the expense—about 50c per capita—to the students of stenography. The night students are obliged to use the desks of the day students, and only three schools allow the night students drawers or lockers

for their books, the rest of their paraphernalia—ink, ledgers, pens, rulers, etc.—which is bulky, has to be carried to and fro every night.

The commercial subjects offered in the night schools are: *Shorthand* (Euclid-Graham Text); *Book-keeping* (Sadler-Rowe System); *English* (Herrick & Damon's "New Composition and Rhetoric," and Ashmun's "Lake English Series for Reading," with outside required reading); *Typewriting*, using various machines.

Students enter the night schools for one of two reasons: To get a start in office work while employed in other work or helping at home; or to supplement previous training in order to advance themselves in office work. Their initial preparation in schooling varies greatly; a bare majority of them have reached the eighth grade. The registration includes a number of foreigners who are still very hesitant in their use of English. In mentality, an equal diversity is observed: some are slow and dull either by nature, or as a result of tiring, monotonous work; others are ambitious and keen. Some of the youngsters are apt to get very

little from class work either because they are too weary or because they are too lively to be bottled up for two hours after the restraint of a day's work. Practically all the students are wage-earners while taking the course, except the girls who are working at home. Some are just beginning as telephone girls or office boys. Others are already somewhat advanced in office work, some of them mature men and women, having come to secure an equipment equivalent to the positions they have reached. An instance of this is the presence in one of the English classes of a factory foreman who has recently been promoted to an executive position which requires him to dictate to a stenographer. He found to his confusion that his English was insufficient for the task, and he is trying to improve it in night school. Some of the students look very poor and shabby; many are very foreign. Other groups dress neatly and with taste, giving evidence of a background of education and comfort. The ages are from 16 to 30, but the majority are from 17 to 21. Many seem mere children who ought to be at home and in bed. The work in the night



schools proceeds slowly, because of this variation in the equipment of the pupils. There are practically no students who have had advanced school work, since they are more apt to go to the private schools where they can make rapid progress.

There is something touching and arresting about nearly every individual in these night classes; either because of the courage with which they are struggling to improve, or because of the apparent utter futility of that endeavor on the part of pupils, so personally unattractive and inherently unsuitable for office work; or, on account of their physical frailness and weariness. Many of them look unhealthy and poorly nourished. There they sit, earnestly bending over their books—for the most part intently quiet—concentrated on their great mental effort. Sometimes the younger children fall asleep over their books. One instructor said that he has “never the heart to waken them if they do.”

Many of the instructors teach also in the day schools and have the preparation requisite for the holding of a regular teacher's certificate. Others

are chosen for their special knowledge, training and experience, but have not the usual academic preparation. They give on the whole, an impression of seriousness, dignity, and kindliness. They are ambitious for routine accomplishment, many of them markedly so, but are tolerant toward the slow effort of their students. Few of the teachers seem to be of a magnetic, imaginative personality. They are as a rule, intelligent and interested, but seem to be in a rut, and not very keen to the unique quality of their educational and social opportunity—perhaps because their best effort has been given to day occupations. A few teachers, however, have felt the extraordinary appeal of the night school as a social service that is a close parallel to settlement work. These teachers have the same wonderful opportunity to understand and to assist individuals in need that settlement workers have. The night school students have come to buy their equipment of education at great cost of time and energy, weary as they are, because bitter experience has taught them their need of more training. They are much more serious, those

who stay through the entire course, at least, and know much better in what points their previous education has failed to prepare them for work, than the untried students in the day schools. The teachers and superintendents of night schools should come to their work with fresh interest and energy that can respond to the great demand made upon them; but many of the teachers seem to be already too weary to inject into their classes the enthusiasm and electric energy they so much need, and the whole group, teachers and class, hang, like dead weights, over their desks. The teachers are apt to accept incuriously curriculum and pupils, with no constructive vision of what they are doing or of a possible change anywhere; while, to the observer, it would seem that no part of the school system is so important and so worth while for the expending of serious imaginative effort as the night schools. The heads of the night schools are moderately interested, but are too academic in method and ambition, and, with the exception of two, seem to fail to realize the difference between their problem and that of the day school.

The actual teaching problem is very different in the night classes from that in day schools. The students may enter at any time during the term up to the 12th week, and in English courses up to the 18th week. Because they offer so wide a range of difference in preparation, ability and experience, and because some are tired while others are fresh and keen for work, class work is necessarily restricted, and instruction has to be given individually, or to groups in the class as homogeneous as possible.

### *Suggestions and Criticisms*

*Courses.* A more flexible curriculum is needed which should be based on the teacher's constant contact with the actual experience and needs of the students, and with the demands of the business world.

A bookkeeping course ought to be planned to cover general principles and some practice—a simple eliminated course that will be of practical benefit to the pupils who remain in the night school only one year—as the majority of pupils do.

The absurdity of teaching shorthand without typewriting ought to be speedily abolished, either by the introduction of typewriters into the schools which now have not this equipment, or by the elimination of the shorthand. In one school, registration was reduced 60% after the typewriters had been taken away. It ought to be possible for students who can take only four hours a week of shorthand to practice extra hours on the typewriter if they so desire during the other two evenings of night school. At present, in one school the typewriters are in the bookkeeping room which makes it impossible for anyone to use them when that class is in session.

In English work, a complete revision of the texts for the use of practical workers of limited interest and definite needs is absolutely imperative. In this subject, emphasis is placed first on increasing the vocabulary of the student which is the reason for spending so much time on reading. This is an excellent and a necessary thing, but the outside reading required bears no relation either to the experience of the student or to commercial work.

It includes, "Evangeline," "Hiawatha," "Christmas Carol," "Vision of Sir Launfal," "Silas Marner," "The Ancient Mariner," and "Julius Cæsar." One instructor in speaking of the texts in use at present, said, "They are perfectly absurd for use in the night schools."

*Period of Instruction.* An extension of time for the night school term is very much needed for commercial students. There seems to be no reason why it should not be as long as the term of day school, especially as it must be remembered public schools are here in competition with private business schools which have continuous night schools for eleven or eleven and one half months. Here, if anywhere in the school system, is there need of an opportunity for the students to make swift progress in their work. Time is very precious to these students, driven by the necessity of self-support. They cannot afford to have their work drag on for more than one year. Their physical energy is limited, and their ambition for more education is likely to be crushed entirely if they must face giving up their precious evenings four times a week, year after



year. There ought, therefore, to be a re-arrangement of courses, for the purpose of making the best use of the student's time during the week. If he desires to concentrate his whole time on one subject it ought to be possible for him to take four or more nights a week of that subject, so that he may progress as rapidly as possible. Picture your night school student working hard during the day, with every temptation to spend his evenings in pleasure or rest, yet determined to win by whatever effort necessary, the education he sorely needs! Naturally he wants to secure this equipment as soon as possible. THERE IS AT PRESENT IN THE PUBLIC NIGHT SCHOOL SYSTEM NO PROVISION FOR THE STUDENT TO MAKE THE REASONABLY SWIFT PROGRESS HE SO MUCH DESIRES. All the student may do now, by devoting four nights a week to stenography (and this is only possible in one school in Cleveland), is to go over the shorthand lesson twice and to practice on the typewriter a double amount of time. Stenography should somehow provide for rapid progress on the part of the individual student,



even as bookkeeping now does. This subject is taught by individual instruction and the student is allowed to go through the text as rapidly as he can without losing in thorough understanding.

*Registration.* A broader use ought to be made of the opportunity to observe the student and get essential information at the time he is registered for night school. That is the moment to learn his desires and the gap in his equipment. Such knowledge recorded and summarized for all students in a single year would be of immense value in an effort to improve the curriculum as well as of immediate value to the individual student who could be guided, on the basis of this careful record, to the choice of a course thoroughly correlated with his real need. Some effort ought to be made to dissuade pupils of unattractive personality, roughness of manner, and mental dullness, or those who speak broken English, from taking stenography or bookkeeping, in preparation for office work. A great saving of time and effort on the part of the teacher and student would be gained thereby. One student who positively could not learn one symbol in short-

hand took the course, or rather spent a year in the course, requiring of the teacher as much attention as the bright students who were striding through the text book.

The sum of critical comment upon night schools is to be aimed at the public night schools. The fact of the existence and prosperity of the private night schools is evidence of the failure of the public night schools to cover their field. The first and vital mistake in our public school system is in considering the night schools as a sort of after-thought in the real business of education. The truth is that NO PART OF OUR SCHOOL WORK DESERVES MORE INTELLIGENT, FIRST-HAND, PROGRESSIVE DEALING THAN THE NIGHT COMMERCIAL—OR OTHER VOCATIONAL—SCHOOLS. In no other department of the school system do students meet instruction more than half way, as they do here. These pupils have a volition based on experience, they are making a tremendous sacrifice of scant leisure. They are applying themselves in the face of weariness, and

their whole purpose in coming is a praiseworthy attempt to "get on." They deserve to have adequate equipment and comforts. They should be able to prolong or hasten the completion of their work as best they can, even though this means that night classes are to be offered every night in the week and every week in the year. Can the school do less than to start reform along the following lines?

1. Frequency and duration of commercial instruction sufficient to insure the student the most rapid progress he is capable of making.

2. Appointment of fresh, vigorous night school teachers and supervisors whose whole time and enthusiasm shall be devoted to the success of the night schools.

3. Satisfactory provision of desk and locker room for night school students; also adequate commercial training equipment.

### *Private Night Commercial Classes*

Private commercial night classes are held in every private commercial school. Practically any course offered in the day classes may be taken at night. The curriculum, numbers of pupils and

teachers, etc. are listed in Tables II and III in Chapter III, Part I on the private commercial schools.

Little space is given here to the night classes in the private commercial schools because, with the exception of two large night classes in two of the best private schools, the situation is, in certain respects, much the same as in the public commercial night schools. The same relative number obtains between day and night attendance in private as in public commercial classes; the pupils are from about the same social group and present the same weary appearance; just as in the public night schools, the private schools use the same teachers at night who have taught all day long.

But these two great differences exist between public and private night schools. *First:* Private night classes are open four consecutive nights in the week all the year round, with only a few weeks interim at the end of the summer. *Second:* The private schools have special commercial equipment for night pupils just as for day pupils.

In other words, OF THE THREE RECOM-

MENDATIONS WHICH WE HAVE MOST STRONGLY URGED UPON THE PUBLIC COMMERCIAL NIGHT SCHOOLS, TWO ARE ALREADY INCORPORATED IN THE SYSTEM OF THE PRIVATE COMMERCIAL NIGHT SCHOOLS.

## CHAPTER VI

### THE FATE OF GRADE SCHOOL CHILDREN

It is not a new idea to the public that, among the city's candidates for office work, there are numerous little girls—young, unsuitable and unprepared. Almost any citizen has an impression that this is true, and got that impression, perhaps, because some little failure of an office worker crossed his path. The information we offer here is based upon statistics compiled from 428 detailed records of office girls, which we present pictorially; and upon interviews with these girls and their employers, a few of which we quote verbatim.

We have shown in four charts the comparative success of three types of girls, all of whom have attended business schools: Type 1, which we call Grade School, includes those whose preparation is eighth grade or less. Type 2, which we call Partial High School, includes those who have spent some time in high school but have not completed

the course. Type 3, which we call High School Graduate, includes those described by the title. We have used drawings consistently in each chart to represent each of these types. The same little girl in short dresses, for instance, represents in every chart the Grade School percentage.

Chart 1 compares wages received in the first office position held. (See pages 105-107).

Chart 2 deals with advancement. The difficulty in preparing statistics on advancement, during a period of two years, is obvious because of the definiteness and variety of details required for exact representation. Only 72 records were complete enough to serve our purpose. Attention is called to the fact that NO GRADE SCHOOL CHILD RECEIVED THE MAXIMUM ADVANCEMENT. If Chart 1 gives rise to the conjecture that it is merely because younger girls *are* younger that they get a lower wage, and that when they have attained the age of the older ones they will also attain their wage irrespective of preparation, the following chart offers contradictory evidence; for, it shows that the rate of advancement



for Grade School and High School prepared office workers is not the same. (See pages 108-110).

Chart 3 is an attempt to compare the types on the basis of their "unsteadiness" in work. This and the preceding chart, considered together, are conducive to the opinion that the changing of positions is not a necessary factor in advancement; for the type which changed positions least often—the High School Graduate—(Chart 3) is the very type which advanced most successfully (Chart 2). (See page 111).

Our investigation disclosed a number of instances in which business trained girls have given up office work for other occupations. Of those who did this, 46% were Grade School type; 36% were Partial High School type; and 18% were the High School Graduate type. The three chief occupations entered proved to be factory work, store work, and housework. It is not possible to rank these occupations with exactness as being higher or lower than the abandoned office positions. But our knowledge of the positions entered is sufficient to justify us in asserting that in the case of factory

work and housework the change was, in nearly every instance, a distinct retrogression, both on the basis of requisite intelligence and possible opportunity. (See pages 112-114).

A proportion of girls entered a variety of positions which we have grouped under the term "Special." The three types show the following percentages entering special occupations:

<i>Type</i>	<i>Percentage</i>	<i>Occupation</i>
Grade School . . . . .	28%	Stage
		Proof-reading
Partial High School . . . . .	21%	Canvassing
		Practical Nursing
		Teaching
High School Graduate . . . . .	51%	Library
		Organization Work
		Normal School
		Hospital Training
		Marriage

What could be more significant of the fate of Grade School children than these indications of the charts?

1st. Grade School children constitute the large majority of those getting the least wage; they are the minority of those getting the highest wage.

CHART I.—WAGES IN OFFICE WORK.

1. RECEIVING UNDER \$5.



Grade School.



Partial  
High School.



High School  
Graduate.

CHART I.—*Continued.*

2. RECEIVING \$5 TO \$7 INCLUSIVE.



Grade School.



Partial  
High School.



High School  
Graduate.

CHART I.—*Continued.*

3. RECEIVING OVER \$7.



Grade School.



Partial  
High School.



High School  
Graduate.

CHART II.—ADVANCEMENT IN WAGES.

1. NO ADVANCEMENT. (PERIOD OF 2 YEARS.)



Grade School.



Partial



High School

High School. Graduate.

CHART II.—*Continued.*

2. ADVANCEMENT OF \$1 TO \$3 PER WEEK. (PERIOD OF 2 YEARS.)



Grade School.



Partial  
High School.



High School  
Graduate.



CHART II.—*Continued.*

3. ADVANCEMENT OF \$4 OR OVER. (PERIOD OF 2 YEARS.)



Grade School. Partial High School. High School Graduate.

CHART III.—CHANGING POSITIONS.

OFFICE WORKERS HOLDING 3 OR MORE POSITIONS IN A PERIOD  
OF 2 YEARS.



Grade School.



Partial  
High School.



High School  
Graduate.

CHART IV.—OFFICE WORK GIVEN UP FOR OTHER OCCUPATIONS

1. OFFICE WORK GIVEN UP FOR FACTORY WORK

# FACTORY



Grade  
School.

Partial  
High  
School.



High  
School.  
Graduate.



CHART IV.—*Continued.*

2. OFFICE WORK GIVEN UP FOR HOUSE-WORK.



Grade  
School.

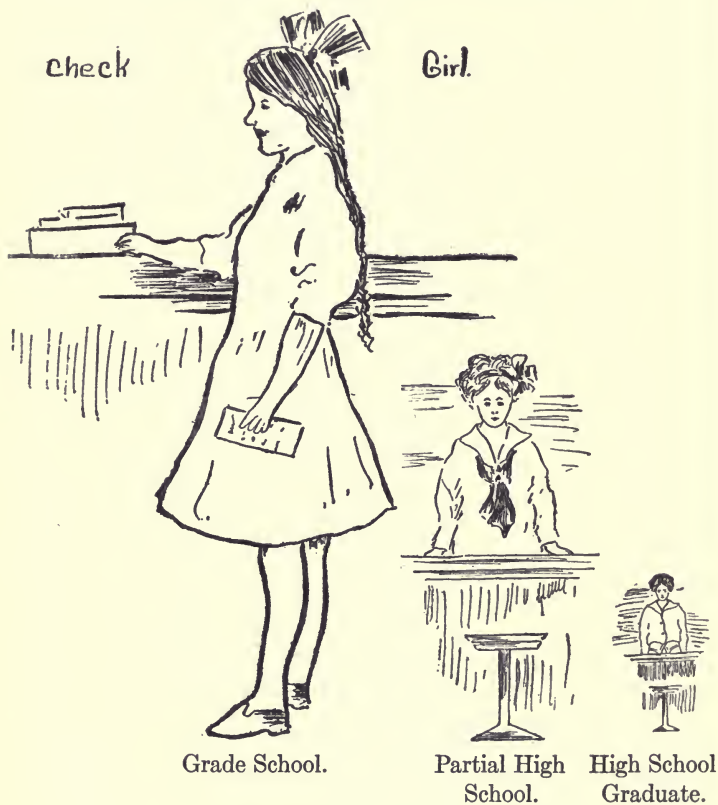
Partial High School.



High School  
Graduate.

CHART IV.—*Continued.*

3. OFFICE WORK GIVEN UP FOR STORE WORK.



2d. Of those receiving no advancement after two years of experience, grade school children are again the large majority; they do not even appear in a comparison of workers receiving an advancement of \$4.00 or more for the same length of time.

3d. Grade School children change about in office positions much more frequently than the other types.

4th. Grade School children include nearly half of all those who abandon office work for other occupations; and in factory work, one of the occupations which we have said represents for these workers the greatest retrogression, they reach by far the highest percentage.

The following testimony received directly from girl workers of grade school preparation shows concretely the hardships and disappointments they have encountered.

“When I first went out for a place,” said Tilly, “they didn’t do anything but laugh at me. I was only fourteen and was so little and young I hadn’t begun to grow yet. My hair was done in ribbons. The men would say to me, ‘I guess you had better go back to the public schools awhile before you go to work.’ Some would promise me \$5.00 just

for a joke and not meaning it at all. Gee! they had me crying more than once."

Little Miss C. said that she didn't feel particularly well prepared in English since she had only gone through the eighth grade and in her business school she was not obliged to take it. She said she had to wait after she graduated for three months before she was sixteen. She said the school tried to find positions for children under working age but that employers always wanted to see the working certificate, and therefore one couldn't find a job until one was the right age. Her first job started at \$4.00 a week.

Another girl seemed to scarcely comprehend the questions put to her, and seemed very timid in trying to express herself. She is evidently a girl of limited ability and probably could not hold a position of responsibility. In commenting upon her training she said she had felt unprepared in English and that she found she did not have enough knowledge about paragraphing, spelling and meaning of words.

Margaret spoke very seriously of her own scant preparation in English, Grammar and Composition. She said she thought the Co-operative Employment Bureau could do a great service by telling girls that without high school education a girl is much handicapped



in office work. She said she was very much discouraged in her first position on account of small errors which she was constantly making, and that, although she has continually been trying to learn through her mistakes, she is still embarrassed and thinks that in a position which demanded more in the way of writing up dictation than her present one does, she could not be successful.

Miss E. regrets keenly not having had a high school education. She feels the lack of it so much that she studies at night. She said that it hampered her, especially at the beginning of her work. She feels she is making good but believes that she could get on much faster if she had had a better general education.

This girl regrets not having more education. Would much prefer to have had a high school preparation since it has been a great drawback not to have it—especially when she first began. Having so little training in English is the worst of all. This girl studies at home at night.

When I asked Alma if her experience had made her feel that high school education is important for a girl intending to go into business she said, "That would do fine, you bet!" When I asked her how the lack of this education has worked out in her own case,

she said she had regretted repeatedly that she had not gone to high school. A number of good opportunities had been lost because she had had to say "No," when asked if she were a high school girl.

Helga felt that she had been pulled away from high school by the business school all for nothing. When she went to take her first place she felt very ill-prepared for it and was uneasy about the work. Helga's mother was even more vindictive than she. She said that if she had a dozen daughters she would send none of them to business school. Helga may have to go into a factory now, since she must have work. The school does not find her any position and if she has to go into factory work all her training will be lost. The mother said, "The streets are just full of stenographers looking for jobs."

Myrtle's mother said she comes home from her present stenographic position nervous and exhausted every night. She has taken her to the doctor and his recommendation is that she give up the attempt to do office work. Apparently, from Myrtle's account, the position is by no means a hard one, but her ability to take dictation is so poor, and her mistakes so many, that she is thoroughly discouraged.

Josephine was very much embittered about

her fate. She took this position at typewriting just because she was too discouraged to look any further for a job. She hates her work—it is mechanical, monotonous, deadening. She is losing much of the training she received at school. She cannot give up the position because she must have work. All the world looks black and dull to this girl. She has never had the experience of being interested in her work. To her it is a deadly grind that takes the pleasure out of everything.

Other chapters in the book have contributed facts or personal testimony which further illumine the actual experience of grade prepared children in office work. The following is a summary of these points:

1. The introduction shows that it was contact with the girl who was failing in office work that determined the undertaking of this study for the purpose of analyzing that failure and constructing a remedy. (See introduction.)

2. The detailed study of the private commercial schools compels definite criticism of the low type schools which admit children of Grade School preparation. (Chapter 3, Part I)

3. Comments of children solicited by low

type business schools and prevented from going to high school show the children's realization, in retrospect, of the handicap they constantly suffer from lack of a foundation of education. (Chapter 7, Part I)

4. A study of the possibilities for advancement shows clearly that advancement is impossible for the average girl without high school education. (Chapter 4, Part II)

5. An analysis of positions open to grade prepared students shows distinct limitation of opportunity. (Chapter 5, Part II)

The advantage of high school education is clearly evident. And yet, in our random group of 428 workers, the number of those equipped with this advantage is small. The figures are as follows:

8th grade and below . . . . .	213
Partial High School . . . . .	125
High School Graduate . . . . .	90

In view of the evidence this chapter gives of the necessity of high school preparation for success in office work, is not the fact that the majority of girls entering office work have not this equipment—a startling one? In saying that these girls *are* a majority, we base the burden of our proof not upon

that given by the small group of 428 records here considered, but upon the fact that GRADE PREPARED CHILDREN PRACTICALLY MAKE UP THE ENROLLMENT OF THE FOUR LARGE PRIVATE BUSINESS SCHOOLS WHICH REPRESENT ONE THIRD OF ALL THE DAY COMMERCIAL STUDENTS OF THE CITY.

(See Chapter 2, Part I.)

Low grade business schools cannot compete with high grade schools in the same field of patronage; therefore, they go into the field of non-competition—which is the Grade School field—and their unscrupulous course is aided by the ignorance and foreignness of the families they coerce. The fate of the child who is deprived of her right to a thorough education and equipment for life and work, who, driven by necessity, or pushed by her ignorant or greedy parents, is rushed into the cheap business school and from thence into wage-earning—the fate of this little pawn in the hands of circumstance—ought to be on the hearts of all the indifferent public until the wrongs offered her are ended.

## CHAPTER VII

### SOLICITATION OF GRADE SCHOOL CHILDREN

IN the last week of school, June, 1913, the Co-operative Employment Bureau visited fifty per cent of all the eighth grade classes in Cleveland to determine how much solicitation, on the part of the private commercial schools, was going on among the children about to be graduated from the eighth grades that year. With the co-operation and approval of the Superintendent of Schools, the following schools were visited:

Barkwill	East Denison	Longwood
Bolton	East Madison	Marion
Broadway	Fullerton	Mound
Brownell	Giddings	Miles
Case	Harvard	Miles Park
Central	Hazeldell	Orchard
Columbia	Hicks	Parkwood
Dennison	Hodge	Outhwaite
Detroit	Hough	Rosedale
Dike	Huck	Sibley
Doan	Kentucky	Standard
Dunham	Lincoln	Sterling

St. Clair	Wade Park	Willard
Sowinsky	Waring	Willson
Tremont	Watterson	

Out of these forty-four schools visited it was found that in all except two, Brownell and Bolton, the private commercial schools had made attempts to secure children. One of these two excepted schools is in a very poor section of the city and the other in one of the most affluent sections, which indicates that only these extremes escape the agent's visitations. The visitors were allowed by the principals of each school to go into the eighth grade classrooms and ask how many children had been solicited in any way by the business schools. In room after room almost every hand would go up. Then the visitor passed from one to another of the pupils who had been approached and talked with them individually. Such interviews were held with 728 children and their statements regarding the methods and frequency of solicitation and its effect upon their plans for the future were recorded.

Usually the child remembered the name of the soliciting school. In the following table are re-



corded the business schools that did any soliciting whatever. In fairness to the schools of high standard it must be remembered that a number of these letters and visits were the result of requests for information from the school upon the part of the parents of the students.

*Number of Children Solicited by Private Commercial Schools*

(Schools listed in order of their activity)

<i>Name of School</i>	<i>Method not</i>		<i>By Personal</i>
	<i>Specified</i>	<i>By Letter</i>	<i>Visit</i>
Ohio Business College.....	33	218	216
Cleveland Business University..	23	58	190
Metropolitan Business College..	8	141	173
Spencerian Business College....	16	30	19
Edmiston Business College. ....	0	8	45
Dyke School.....	1	4	3
Whisler.....	0	2	1
Central Institute.....	0	1	0
High School of Commerce.....	0	1	1
Y. M. C. A.....	0	1	1
East High School of Commerce	1	0	0
Unspecified Business Schools...	0	67	68
<hr/>			
Total for 728 children.....	82	531	717

The extent to which solicitation is successful is shown in the following table, which compares the enrollment of the total number of day students (1981) entering various business schools in 1913.

<i>Private</i>	<i>Parochial</i>	<i>Philanthropic &amp; Miscellaneous</i>	<i>Public</i>
1440	263	72	206

It will be seen that THE PUBLIC COMMERCIAL HIGH SCHOOLS OF CLEVELAND RECEIVE APPROXIMATELY ONLY 10% OF THE WHOLE NUMBER OF COMMERCIAL STUDENTS REGISTERING IN A GIVEN YEAR.

The methods and arguments used in solicitation were these:

Offers of money, in amounts varying from \$.02 a name to \$.50 and \$1.00 a list, which were made to public school pupils for names of the children in their school, class or neighborhood. Many such instances were found. Sometimes the school janitor was asked for names.

Prospective pupils taken in automobiles with their parents to visit the schools.

Personal visits from agent. Maximum, six calls. Several children reported five calls. Three was a common statement.

Letters sent to prospective pupils.

Circulars and catalogs sent to prospective pupils. One school used a follow-up system of picture postals, having sent one every month from January to June.

The children's account of arguments used to persuade them is here given:

*Private Business Schools Compared to High School.\**

*A. Cheaper than High School.*

"High schools cost more in the end."

"High school is a waste of money."

"Business colleges don't rob you like the high schools do."

*B. More Time Saving than High Schools.*

"He said that high school was of no use unless you want to stay four years and then go to college."

"One year of business school is as good as four years of high school."

"He told me to go to business school because I could be done in one year."

"He told me you could be through in three months and would be earning quite a sum of money, while you would spend four years in high school and maybe wouldn't be able to do anything when I got out."

"He said that I could learn it quicker if I went there."

\* In a few cases the agents did not try to dissuade pupils from their intention to go to high school. Sometimes the agents recommended high school first and private business school to follow.

"He said high school was a good thing but I'd be so *old* when I got out."

*C. More Effective in Business Training than High Schools.*

"Better for me because four years of high school would be no good in business."

"You have to take a little bit of everything at high school that is of no use except in teaching."

"He said high school was more of a social center and not business-like."

"He said public schools were no good and that I should go to his school and learn something worth while."

"It would never do me any good if I went to an academic school all my life."

"High school is not much good to a girl who expects to work."

*Intrinsic Merits of Private Business Schools Urged by Solicitors.*

*A. Positions assured students.*

Minimum monthly salaries suggested for beginners: \$35.00—\$45.00—\$50.00.

A fine position promised after one year's training. (This is the most frequently used argument.)

"One can get through life better and earn more money."

Stories told of successful graduates now in business.

Pictures shown of workers, said to be highly paid graduates of the school.

*B. Fine equipment of the Private Business Schools described.*

The following stories from graduates of the private business schools show the deplorable effectiveness of agents' visits:

This girl told her visitor that she would always hold a fierce resentment against the school because its agent, by coming to her home to solicit, overturned all her plans to go to Technical High School. She had begged her father to let her go and finally, though reluctant, he had given his consent. At this point, the agent came and persuaded her father that four years at high school would be a waste of time. "After one year of business college," said the agent, "she could be earning good money." The result was that the girl's dream was shattered, and she was packed off to business college. (It was five months after graduation that the girl was

telling this story and the "good money" was \$6.00 per week.)

A most significant comment on the place of the business school in the life of another young worker was her saying that she had wanted to go to the High School of Commerce, and had decided to start, when the agent of a certain private business school arrived upon the scene. The day before she was to have started at high school, he succeeded in persuading her mother and her that the high school course was too long and expensive for her. She yielded unwillingly to his argument and went to business college, but she considered it a mistake and has regretted it ever since.

In speaking of the way it happened that Myrtle went to a private business school at all, her mother said: "We had the card all signed for her to go to high school, when the man came from business college. He told us how, if she went to high school, she would not be fitted for anything when she got through and we were easy and said that she could go to his school. When I talked it over with her father he did not want it at all at first and said, 'One hundred dollars is an awful piece of money.' But next day he thought it over and was willing to have her go." (This girl failed in her course and now works in a factory.)

Another girl would have spent two years at a parochial school if, while she was wavering about a decision, a printed catalogue had not arrived from a certain private commercial school, followed soon by an agent who convinced her that a larger outlay of money would fit her for a position in half the time and would prove a much better investment.

An interesting light on solicitation was offered by one girl in describing her experience with two agents of two different schools who fought a battle for her enrollment. She was registered at one school, when an agent from another school came for an interview saying his school was much better and cheaper. He stayed nearly all day and went off finally, triumphant over the mother's consent to have her daughter break her contract with the first school and go to his. Next day, of course, came the first agent, in a rage, to threaten "proceedings" because of the broken contract. The mother, frightened, was persuaded to turn about again and keep the contract to the first school after all. However, the girl herself came home that night from business school number two, liking the girls and full of interest, and when she heard of the new development, she absolutely refused to change again. More wrangling ensued, also visits from both agents. But finally, talk of "pro-



ceedings" ceased, and the girl went on to her chosen school, which chanced to disappoint her in the end, making her regret that the first contract had ever been broken.

In contrast to the insistent and popular methods of solicitation on the part of the private commercial schools, stand the efforts of the high schools to appeal to the eighth grade pupil and to urge him to attend. The four assistant superintendents, heads of the four school districts of Cleveland, were interviewed on this point and a summary of their statements follows, showing what attempts are being made to reach the eighth grade pupils in Cleveland Public Schools:

"The teachers and principals of the grade schools are constant, reliable and effective promoters of high school education among pupils of the eighth grades, giving out constant suggestion of high school attendance." *But teachers and principals are very busy. No report of this effort is ever required of them and, for such an important matter, it is too vaguely planned.*

Talks on the subject of attending high school

are frequently given by the assistant superintendents during their visits to eighth grade classes. *There is no certainty however, that every school is covered by this spasmodic arrangement.*

Each high school principal used always to make the effort to visit the grade schools in his immediate district every year, and to urge upon the eighth grade pupils attendance in his high school. This is no longer the regular custom, but it is still done to some extent. *It was never done at a regular time, and not all the schools were reached, perhaps not more than half of them.*

This visit of the principal is now largely replaced by the distribution among all eighth grade children of printed outlines and descriptions of courses in all the high schools. The outlines are given out the first of June and are placed in the hands of every eighth grade teacher, who gives them to the children in her room. This, in the opinion of each of the district superintendents, is the most important effort made by the high schools. *These outlines are simply unattractive lists of courses, requiring considerable mental effort to be grasped,*

*and making no appeal in either content or form to the careless eye of the child.*

In one school district more strenuous efforts are being made to reach the individual child. Twice a year, in February and June, the eighth grades in that district have their commencements together, and at these "Union Exercises" a speech is always made urging the students to go on to high school next year, and urging the parents present at these exercises to let their children go. *The other school districts have their commencements separately and make no effort at that time to emphasize high school attendance.*

In this same district, a "follow-up system" has been worked out, at the instigation of the district superintendent, whereby every child in a certain group chosen for study is being carefully traced through every step in his progress. He receives personal visits from the teachers and, in several cases, has been held in school through the influence of the teacher. *This is a splendid system that ought to be adopted by each district. But only a small group is now being reached in this personal way by the*

*public schools. Let this be compared to the house to house canvass made by agents of the private commercial schools, when, by every known argument and personal persuasion of parents, as well as children, they try to win the attendance of the children.*

Often a high school giving a particular celebration, debate, or oratorical contest, will invite the eighth grades in the surrounding district to attend, and this personal visit is thought to give a good deal of a stimulus to the child's desire to attend high school. *An excellent thing which by no means replaces, however, a system of reaching every eighth grade child and his parents.*

### *Criticisms and Suggestions*

There is evidence enough that unlimited solicitation on the part of the private commercial schools is a bad thing, not only for the child, but for the educational system, because EVEN IF THE PRIVATE COMMERCIAL SCHOOLS DO NOT SUCCEED IN GETTING THE CHILD, THE KIND OF ARGUMENT USED IN THAT SOLICITATION IS APT TO DAMAGE THE PUBLIC

SCHOOL IN THE OPINION OF THE CHILD AND HIS PARENTS; for much is done to shake their confidence in it.

It must be remembered that the agents of these business schools are merely business men, having no connection with or interest in education. Being hired agents, they are apart even from the interests of the school they represent and will say and do almost anything to secure a child for that school in order that they may pocket the price set upon each head; and no complaint from the child about glittering promises unfulfilled by the school, can reach the agent who made them, because he has no connection with the school as an institution of learning. The head of one of these private business schools let slip a significant comment on the unscrupulous type of her agents, when she said: "You'd better believe we don't sign any contract, until we actually see the child," meaning she trusted only her own eyes that the agent had actually secured a child, and not at all the agent's statement.

Some very decided means ought to be taken by the public to prevent unlimited solicitation on the

part of these schools. In the concluding chapter of Part I definite suggestion for legislation on this point is made. It is significant to note that the private business schools which demand a standard of high school preparation, have limited solicitation and that mainly of high school graduates.

There ought to be, on the part of the high schools, more effort to advertise, and to advertise effectually, what they have to offer the child about to be graduated from the eighth grade. This would be an educational effort and the most efficient influence to counteract the unscrupulous attack on the high schools made by the misguided agents of the private business schools. One of the assistant superintendents of the public schools said: "No systematic scheme of advertising the high schools to the eighth grade children is tried out at all, except the issuing of the printed outlines of the high school courses. Spasmodic efforts are made from time to time, on the part of the schools, but there is no *system* of advertising at all." The outline in question cannot compare in interest, to the child, and to ignorant parents, with that of the

catalogues of the private business schools, with their attractive pictures of students, graduates, buildings, and equipment. Something more graphic, alluring and simple ought to be printed and distributed among the children, and more especially among *their parents*, by the public schools who wish to attract them. The public schools ought also to make a more direct appeal to the child, through some personal influence, to succeed in holding his interest and loyalty, and in saving him from becoming mere grist to the mill of a money getting scheme. Further, the findings of this study of training ought to be of practical value in helping grade teachers to show their children the futility of entering office work with too meagre a preparation.



## CHAPTER VIII

### VOCATIONAL GUIDANCE

THIS whole book is in reality a treatise on vocational guidance in its application to commercial work, and the present chapter is but a bringing together of ideas and facts brought out all through the book.

We advocate for the public schools no interpretation of vocational guidance which allows personal counsel or position finding by teachers or principals. We believe the vocational service of the school is a more fundamental and inclusive service than this. THE SCHOOL'S RESPONSIBILITY IS TO PROVIDE, IN THE FIRST PART OF A PUPIL'S SCHOOLING, OPPORTUNITY TO TRY OUT HIS TENDENCIES; IN THE LATTER PART, TO PROVIDE VOCATIONAL TRAINING AND TO DISSEMINATE RELIABLE INFORMATION ABOUT WORK AND TRAINING.

It is essential that the pupil's choice of a voca-

tional school shall be made at as mature an age as possible and that it shall be confirmed by a test of the pupil's fitness; also that the school shall follow up a sufficient number of the graduates of vocational classes to test the efficiency of training and to keep pace with changing conditions.

Thus the main points which stand up to claim the attention of the public schools are five, and stated in their logical sequence are as follows:

1. Opportunity in the work of the elementary schools for discovering pupils' vocational bent.

2. Precaution against immature choice of definitely vocational training by placing it late in the curriculum.

3. Dissemination of reliable vocational information.

4. Registration in vocational schools on the basis of fitness.

5. Follow-up of a proportion of the graduates of vocational schools and classes.

Everywhere, on the part of employers and the public, there is a general acceptance of the need of training for commercial work. Private enterprise endeavored to fulfill the need first, and its effort

has resulted in the creation of private business schools. More recently a similar effort has been made on the part of public school systems resulting in the establishment of high school commercial courses in every large city and specific commercial high schools in a few cities.

The Cleveland High School of Commerce was established in the fall of 1909 in answer to the demand of the public—business men and commercial students both being dissatisfied with the instruction offered at that time in the commercial courses in the academic high schools. It is worth while to review the reasons for the establishment of the High School of Commerce, which gathered up the commercial courses from all the schools and concentrated them in one specialized school.

The principal of the Cleveland High School of Commerce gave these as the most important reasons favoring this change:

1. Complete correlation of all the student's high school work.
2. Raising of the status of commercial instruction.

The correlation of courses, which is the distinctive feature of this High School has been discussed at length in the chapter which considers Public Commercial Schools. This principle, of the utmost importance in education, was impossible under the old system. There is considerable evidence that the establishment of the High School of Commerce has raised the status of commercial work in the estimate of high school students and the community. The principal stated that, formerly, commercial students in academic high schools were looked down upon by academic students; commercial work was considered a side issue; and it was practically impossible to make the courses strong enough to win the confidence of employers. Evidence of the favorable attitude of business men today is illustrated by a report from the Advisory Committee of the High School of Commerce to the Board of Education, June 8th, 1914. This report states that a questionnaire was sent out to 309 employers asking about the proficiency of the work of the graduates of the High School of Commerce, and that "93½% of the answers were favorable to the product of the school."

A former superintendent of Cleveland public schools adds two other reasons for the establishment of the High School of Commerce.

3. Economy of equipment and teaching force.

4. Tendency to prolong the schooling of children who are destined to become wage-earners early.

The superintendent said that parents who wish or feel obliged to put their children to work as soon as the law allows it are far more apt to permit them to enter a school definitely training them for work than to continue general education; and the students themselves see the practical advantage of it.

The strong organization of the Cleveland High School of Commerce has been an inspiration to other cities because of the constructive educational program it has established. But the present system, though rightly proud of this achievement has, nevertheless, as yet failed to accomplish any of the five essentials named at the beginning of this chapter.

In other cities, imaginative educators, willing to experiment, are perfecting plans or actually trying out programs which make provision as follows:

One plan is that which Professor George H. Mead set forth in his report to the City Club of Chicago, in 1912. He proposes giving grade school students opportunity to try out their interest and ability in various lines of work. He advocates in addition to the regular 7th and 8th grade curriculum, two-year elementary vocational schools which children can enter by choice on completing the 6th grade. At the end of two years spent in this elementary vocational school, they may, upon entering high school, go on with what they have already chosen; change to other vocational training; or they may either combine academic with vocational work or take academic work altogether. Our objection to this scheme is that it allows children 14 or 15 years old to crystalize their intentions by choosing definitely vocational work, and that it makes no provision for bridging the gap now existing between the grade and secondary schools. Its advantage lies in its flexibility up to the point of entering high school and in the consequent opportunity it provides for trying out tendencies.

Another scheme is that outlined in the govern-



ment report of the Commissioner of Education in 1912 and is called the "6-3-3 plan," or the "Six and Six Plan." This plan, like that of Chicago, provides for testing out individual tendencies, but it has the additional advantage of postponing until the first or second year of high school the choice of a vocational school. This scheme reorganizes the school system, shortening the elementary course to 6 grades and lengthening the high school course to 6 years, dividing it into 2 parts of 3 years each, known as the Junior and Senior High Schools. Commercial, technical, and academic courses are offered in the Junior High School, which the student can try as he desires. On entering the Senior High School, he can go on with his chosen subject, change to another specialty, or enter academic work. By this plan, if a student finally enters the Senior High School commercial courses, he does so not blindly but presumably because he has found himself and knows something about his own capabilities, has become familiar with the requirements of high school and has passed the most restless period of adolescence.



It remains to be proved that the 6-3-3 plan is the most flexible and practicable educational program possible; but evidence is at hand of the successful application of it—in California, in Indiana, and in scattered cities and towns including St. Louis and Fitchburg. In California, the experiment has been tried for six years and has enthusiastic supporters.

A change which we especially urge in Cleveland's school curriculum is the postponement of specific vocational training. The choice between academic and vocational training or between different kinds of vocational training is a choice that may influence, if not determine, a child's whole future. Under the present school organization, this choice comes at the point of passing from the grades into high school; and for most children, at the age of 14 or 15 years. Pupils at this point are apt to be either vague or mistaken in their vocational planning. What experience of life have they? How much general or specific knowledge bearing upon occupations are they capable of? They know themselves least of all, for the period from 14 to 16 years is

the period of mental and physical change. The plan which meets this need of postponement, and which has proved its practicability is the 6-3-3 plan as above described. By this plan, it has been pointed out, the pupil makes his final choice of vocational training when he enters the Senior High School, which corresponds to the usual sophomore year. This is in fact a postponement of one year only. Why then is this year to be considered a significant thing?

*First*, by the 6-3-3 plan the break comes at the sixth grade. At this point, when a pupil is 11 or 12 years of age, there is no possibility of dropping out of school on account of wage-earning necessity. So a pupil gets carried over into Junior High School without opposition on his family's part or his own. Once launched on the continuous course of three years in work which represents, to some extent, his own choice, the chances are good that he will stay on to the end. There is no time in the period of three years when he and his family are, by established custom, forced to face the question, "Shall he leave school or not?" Such a ques-

tion is forced under the Cleveland system, as in most cities, when eighth grade graduation is attained. A secondary reason is that he may have become so interested in what the school is doing for him that he will stay from choice and with his parents' approval.

*Second*, the postponement of choice for this one year is important because having been already in high school for three years, the student now comprehends perfectly the high school arrangement of courses so widely different from that in the grade schools, and he constantly hears opinions expressed and comparisons made regarding the various courses in the Senior High School. In short, there is not the gap between the elementary schools and the Junior High School or between the Junior and Senior High Schools that there is between the eighth grade and the freshman year of high school as organized in Cleveland. He enters Senior High School with intelligence and requires no time for adjustment.

*Third*, the year counts to some extent in progress toward physical maturity and maturity of pur-

pose, and the period of testing out tendencies is for that much time extended.

WE, THEREFORE, RECOMMEND A REVISION OF THE PRESENT SCHOOL SYSTEM ON THE BASIS OF THE "6-3-3 PLAN" BECAUSE IT GIVES SCOPE FOR TRYING OUT TENDENCIES, BRIDGES THE GAP BETWEEN ELEMENTARY AND HIGH SCHOOLS AND POSTPONES THE STUDENT'S FINAL CHOICE OF VOCATIONAL TRAINING. The education offered in the three years of the Junior High School ought to be made general for all high school pupils. The courses included ought to be neither definitely vocational or exclusively academic, and ought to offer for all students the same general foundation with elective vocational and academic courses for the purpose of finding out the tendencies of the student. The Senior High School should provide in addition to academic work, definitely vocational courses. Specialized commercial training by this plan would cover three years instead of four years as in the Cleveland system. The difficulties of such revision are perhaps not serious; but in any case

the student should not be bent to fit the established system, but the established system should be adjusted to the needs of the student as they become better understood.

The free trying out of tendencies needs to be supplemented by the application of definite tests for those who are about to choose specialized training. Cleveland schools use neither method. Children enter vocational schools because they must be wage-earners. There is no doubt that the present large registration at the High School of Commerce is partly due to the fact that, as yet, such a limited range of choice of definitely vocational training is offered in the public schools. Sometimes the choice of commercial training is the result of careful deliberation, but often it is a leap in the dark. Mary chooses to take business training because Katherine is going to, or because some of her family took it and made good in business afterward.

In order that the school shall make real use of information gained in studying the student throughout the elementary schools, and in order to finally determine the wisdom of the student's final choice

of advanced education or training, a better system of registration than now obtains in the high schools should be organized. Records of what has been discovered about the student in the elementary schools should be in the hands of those in charge of high school registration; and this, together with some definite test of inherent fitness, should show whether the student has elected the right vocational or academic high school. Such a test would also determine the fitness of entering students who have received their preliminary education outside of Cleveland.

At least one important experiment in devising a test of this sort has been worked out. This was done by Professor James E. Lough of New York University. He first presented his idea in a paper read before the Vocational Guidance Conference in New York City in 1912 and published in 1914 as a separate pamphlet. This paper seems to predict what science can do in a practical way to aid the schools in their final testing of the special fitness of pupils. Professor's Lough's experiment shows how practical psychology may be useful in testing "certain functions" of the mind which indicate



what kind of work the individual can perform. The test is a simple one of quick habit formation and shows capacity to become a good typist. "Each person is given a sheet which contains 20 letters of the alphabet, arranged without order, ten lines of these and no two lines the same. On the top line is what is called the key. The letters are arranged in alphabetical order on the top line; beneath the first letter, 'A,' is the *equivalent letter*, in this case F. . . . The subject is required to look on the first letter of the top line, find its equivalent letter and write it down, then the next letter . . . and so on for every letter of the top line writing the time required at the end of the line. Then repeat this operation for each line on the page."

## FORMATION OF HABIT

(Reprint)

## KEY NO. 3

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	etc.
↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
F	G	X	H	R	W	V	L	D	M	B	J	A	S	C	Y	I	K	U	Z	"

Test Sheet

Time

K C E N O R A F B I L G S M P T D J H Q etc.  
 M K N G O L C A E B T I F Q J P H R D S "



Professor Lough demonstrates in his pamphlet that habit curves, which have been worked out in various experiments, show that individuals "who are highest in habit formation are also highest in typewriting." "It is pretty evident," he says, "that if we give these pupils a test in habit formation first, we can determine which pupils are capable of doing good work in typewriting, and we can save some pupils a great amount of wear and tear, by simply allowing them to take some other work in place of typewriting."

Students in the public schools have an immediate need that is in the present power of the school system to fulfill. This is the need of much wider dissemination of information about all the possibilities of suitable vocational and academic training, offered within and without the school system. At whatever age it is decided best for students to choose their training, complete information about every possibility ought be given to them and their parents. This point has already been discussed, in part, in the chapter on Solicitation, but is urged again here, in connection with the student's need

of adequate and reliable facts which will form a basis for right choice of special training. How many of the citizens of Cleveland know with any completeness the range of vocational and academic training offered by the public schools? How many parents and students know that in the night schools any subject given in the day high schools may be had if a large enough number (usually 25 or 30) of students unite to demand it? This information ought to be the property of all. Not only is it necessary and vital to inform the grade school students what the high school offers, but also to send, to children who have left school, information about the starting of new courses. Posters containing such information should be placed by the school in libraries, social centers and places of employment. It is incumbent on the schools to make every effort to increase the use of school equipment by greater attendance, both day and night.

A lesson in advertising public school courses may be taken from the method employed by the school board in Edinburgh, Scotland. There, use has been

made of every possible facility for scattering broadcast information about public continuation classes. A paid organizer distributes posters and handbills; circular letters are sent to employers, to parents of children leaving the day school and to trade unions; teachers and clergymen are asked to urge attendance at classes; the press is supplied with information for special articles, and paid advertisements are inserted; members of the school board and the organizer address meetings of employees at large factories and other places of employment to personally urge their attendance at these classes. The result of these efforts was that attendance at the classes trebled in 7 years. (Report of Organizer, Session 1912-1913, Edinburgh School Board.)

It is also important for the school,—especially the high schools, to provide reliable information about training offered outside the school system, if it is of a kind the schools do not offer. An illustration of the failure of the schools to do this is found in the experience of a girl who was interviewed for this study, and whose evidence is corroborated by that of others.

Miss S, who had gone from high school to business school because a friend influenced her to go with her, said that she hated office work and business; and when, after a long period of trying to adapt herself to commercial work and failing, she finally gave it up to enter library work, she felt for the first time that wage-earning might involve joy and interest. She concluded her story with this comment: "There is great need for the high school to provide complete information about various lines of opportunity. If I had known about library work as a means of wage-earning I would have gone right into it and would not have wasted so long a time doing work I hated, at the bank. I wouldn't have spent all that money, either, taking a business course, that was no good to me. I think that knowledge of all the things that girls can do to earn a living ought to be told every high school girl, for I know so many who wasted time and money because they were ignorant of the possibilities."

A follow-up system on the part of the school should be organized to reach at least a proportion of the children who leave school. Definite help could then be given young people already at work, in regard to opportunities for training and educa-

tion at night school; and the mass of records of the actual experience of children who drop out of school into work would indicate the kind of training the school needs to provide. Yet we believe that information about work gained through follow-up should be regarded merely as supplementary and as a test of the efficiency of training; and that THE SCHOOL SHOULD LOOK TO QUALIFIED OUTSIDE ORGANIZATIONS TO PROVIDE RELIABLE AND COMPLETE OCCUPATIONAL INFORMATION WHICH IT SHALL BE THE SCHOOL'S PART TO DISSEMINATE. One school district in Cleveland is doing follow-up work regularly (this is described further in the chapter on Solicitation) and is accumulating interesting and valuable records, which already point to the advantage that lies in doing this work, on a large scale. Let the school then make use of its opportunity to keep its hold on the groups that need it most, keep the cords taut that unite the great institution and the individual child. This close association is needed for the growth of each and for mutual guidance.

## CHAPTER IX

### CONCLUSION

THE following true statement of a girl worker sums up—with more vividness than our own words could express—the consequences of inadequate training.

“To tell you the downright truth, I cannot speak well for that school or recommend it to anybody. Why? Reason enough. They don’t pay no attention to you at all. When your ‘Cash Payment’ is down, that’s enough for you. You can come or stay away; you can get your lessons or miss ’em, it’s all the same to those people. They don’t care anything about you or pay any attention. I’d ask questions about my work—and I worked hard too—and the teachers would just say, ‘You go and sit down and figure it out yourself.’ And I don’t care how smart a girl is, she can’t figure everything out, or why is she in school at all? The bookkeeping teacher would say, ‘Is your work ready?’ and I’d say: ‘You know it is. It has been ready for three



days just waiting for you to pay a little attention to me.' And then he'd check it up, and wouldn't ever talk over mistakes with me at all. And all the time he kept me waiting, I'd never dare go on with my work, for he'd scold if I did that, so I just used to have to sit, sometimes for three days at a time. And then my books would be borrowed as soon as they were handed back correct. The kids would ask me how to do it, and I can't refuse anybody, and the books would be all over the room in no time. Just think of that way of studying bookkeeping; what good would it do them in real life, where they can't borrow off of anybody? Yes, we had one good teacher in stenography. We had her for three weeks and then she left. That's another thing about that school, and I haven't told anybody this—the way they can't keep their teachers. They just change all the time. And most of them aren't any good. I was as good as my bookkeeping teacher, and when I'd ask him questions, he'd say: 'Where did you get those questions? I know they're bookkeeping but I can't answer them.' Did you ever? And he a teacher.

"Oh, I never did want to go to that school, and now I'm downright sorry I ever went. I wanted to go to high school and had all my plans made to do that, and my mother and



father wanted me to go there too. And—Oh, I don't know—they never let you alone. Did agents come to our house? Well, I guess they did. For a solid month, four of them; they never let us alone a minute. Even the head of the school came. And they talk so smooth and they argue you so, it just makes you sick and tired. Mother never did want me to go there and I never did want to go, but I did just because I couldn't get rid of those men. I don't think I want to go on with office work now. I'm so sick and discouraged and don't think I ever had the practice or the training that I need to be a real success. And that's not my fault, for I used to take my books home and work often till eleven at night. But the school simply never paid any attention. I feel now that if I went on with office work that it would be just dragging myself to do it. I hate the thought of doing it and I don't feel that I really know anything about it or understand what I am trying to do.

"Oh, I never would advise anybody to go to that school. All the girls down our way who went are sorry they went and they tell everybody they can not to go there, and their parents tell other girls' fathers and mothers not to send them. And the way that school takes little bits of tots is honestly a shame, as young

as fourteen, and what do they know about business? Bookkeeping is hard enough for a girl of 19 years. I look at them coming in and wish I could stop them!"

Commercial education because it is education and because it applies to young people of school age, belongs logically to the public schools. Therefore, in our conclusions and recommendations which follow we regard our public school system as the responsible and controlling factor.

1. *The school ought to possess the field.* It now possesses in Cleveland—in day pupils—only 10 percent of it. It ought to provide vocational education in the same ratio as academic. It should not make children of the poorer parents pay private tuition rates for essential educational training. To give the balance of consideration to pupils able to continue academic education is unfair discrimination. Further, the school needs to possess the field in order to safeguard the best interests of school children.

2. *Efforts must be made to counteract the misguided demands of parents which are the chief obstacle to extension.* They want the public schools to take the children as young

and prepare them as quickly as the private schools do. In some way, these parents must be persuaded that if the public school is not providing a nine months' "hurry up" course for training a fifteen year old seventh grade child to become a stenographer, it is because the school knows it cannot be done.

3. *The school should give more consideration to night commercial classes*, regarding them as a very important and distinct department of public education.

4. *More discrimination should be exercised in registering pupils for commercial courses*, admission being on the basis of adequate preparation and inherent fitness.

5. *The freedom of private business schools to solicit grade school children should be curtailed.* The fact that certain private schools are preying upon the ignorance of poor illiterates and foreigners; that they are taking money—one hundred dollars per victim—for "goods that cannot be delivered;" and that they are, perhaps, depriving children of legitimate education, are matters for city wide concern.

We have shown how unfortunate is the fate of such children in the business world; how insidious, in their opposition to general high school education, are the arguments of solicitors for private business

schools. The children in question are minors and therefore subject to protection under school law. We have, in Ohio, a law which defines the conditions under which children of school age may leave school to go to work. WHY NOT HAVE A LAW WHICH DEFINES THE CONDITIONS UNDER WHICH CHILDREN MAY LEAVE PUBLIC SCHOOLS TO ENTER PRIVATE ONES? Our school law states that girls may not leave academic school if they have not completed the seventh grade, and they may not be employed if they have not reached the age of sixteen. The official in our local public school system who issues working papers has made a ruling that girls may not substitute a private business school for an academic school until they have completed the seventh grade. But having completed that grade, even though they may be only fourteen years of age, they are free to make this substitution.

In the attempt to discover a precedent for legislation that covers this phase of school leaving, the aid of The Children's Bureau, Washington, D. C., was sought. The reply to our letter follows:

"It appears that in Massachusetts, New Hampshire, Maine and North Dakota the law especially says that private schools must be approved by local school authorities before attendance will be accepted in fulfillment of the compulsory education law. Other states have various similar provisions. The Rhode Island law requires that the school committee shall be satisfied that the instruction given in a private school is substantially equal to that required by law. In Pennsylvania, the law provides that the work of the private school must be in compliance with the provision of the compulsory attendance act but this fact is certified to only by the principal of the private school. Arizona, Kansas, North Carolina, and South Dakota require that the private school must be taught by 'competent' teachers; California, Connecticut, Iowa, Michigan, and New Jersey that it must give instruction in the branches taught in the public schools of the district; New York, that the instruction must be 'equivalent to' that given in the public schools; Vermont, that if a child does not attend a public school he must be otherwise furnished the instruction required by law; and West Virginia that, if he does not attend a public school, he must be thoroughly and systematically instructed elsewhere.

"In these latter states, however, it is not

definitely stated in the law by whom the standard of the private school is to be determined. Only a thorough study of the administration of the laws in these states would show whether or not private schools are actually in practice approved by public authorities. Moreover, the gradations in legislation are such that it would not be safe to say that such approval may not be required in other states. There may even be other provisions of law which would affect this matter and make such approval necessary.

"I am sorry that this question cannot be more definitely answered but the laws upon the subject are so various that it is practically impossible to draw any hard and fast line between states which require in various degrees public approval of the standard of instruction given in private schools which may be accepted in fulfillment of compulsory education laws."

Signed, JULIA C. LATHROP, *Chief*.

The point upon which such legislation hinges apparently is *standardization* of private school work, which of course depends upon supervision. Standardization of academic education has long been in general practice; why should it not apply to commercial education as well? The school in

assuming such supervision would not only be protecting the interests of school age children, but would at the same time be raising the standard of office work.





## PART II



## CHAPTER I

### A CLASSIFICATION OF OFFICE WORK

WE present here the most detailed study of girls' work in offices yet printed, so far as we know. Our information, corroborated in several ways by paragraphs which follow, is based upon an investigation of the office work in 133 Cleveland establishments, representing 33 lines of business. The columns below show what these lines of business are and the number of establishments visited in each.

<i>Kinds of Business Represented</i>	<i>No. of Establishments Visited</i>
Retail.....	14
Manufacturing.....	42
Addressing.....	6
Doctors' Offices.....	3
Dentists' ".....	3
Public and Court Stenography.....	5
Insurance.....	7
Transportation	
Railroad.....	3
Steamship.....	3

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*Kinds of Business Represented      No. of Establishments Visited*

## Transportation—Continued

Express. . . . .	1
Telegraph. . . . .	2
Banking. . . . .	7
Law. . . . .	8
Architecture. . . . .	1
Engineering. . . . .	1
Real Estate. . . . .	3
Printing. . . . .	5
Wholesale. . . . .	4
Agency. . . . .	1

## Service

Telephone. . . . .	1
Gas. . . . .	1
Electric Illuminating. . . . .	1
Ice. . . . .	1

## Sales Offices

Oil. . . . .	2
Automobile. . . . .	1
Commission. . . . .	1
Furniture. . . . .	1
Public Accounting. . . . .	1

## Propaganda

Missionary Society. . . . .	1
National Soc. for Propaganda. . . . .	1

## Municipal Offices

Library. . . . .	1
City Hall. . . . .	1

The classification we offer is a study of the 2816 positions open to girls in the 133 establishments visited. Our records of establishments show the organization of their work in detail; and they show, for every position, the kind of work or combination of kinds of work, included. Every position discovered in the study appears in the classification and is assigned to its proper group. The groups, which are eight, we have formed on the basis of responsibility or special training. Both the groups and the positions listed within groups have been set down in the order of their importance, the more important first. This order may be violated in the case of combinations of work—like stenography and translating—which have been uniformly set down at the end of the list.

We have attempted to verify our classification locally by showing the distribution of 930 office positions advertised in the daily papers and 278 positions described in our records of workers. These positions are noted in the classification in the following ways: brackets to indicate newspaper advertisements and parentheses to indicate workers'

records. Every kind of position represented in these additional 1208 positions found a place in the classification with the exception, in 12 instances, of varying combinations with stenography, book-keeping or machines; and there is evident corroboration of the proportionate numbers accorded to various positions by the classification. But the chief ground for trusting the reliability of the classification is,

1. The wide range of business it covers.

2. Its truthful representation of the proportionate numbers of positions in the establishments included, for, in compiling this table, NO FIGURES WERE SET DOWN FOR ANY ESTABLISHMENT UNLESS THE INFORMATION ABOUT KINDS OF POSITIONS AND NUMBERS EMPLOYED IN THAT ESTABLISHMENT HAD BEEN ENTERED ON THE RECORDS WITH ABSOLUTE COMPLETENESS.



CLASSIFICATION OF OFFICE WORK FOR GIRLS

Based on a study of 2816 positions  
for girls in 133 business offices.  
These offices represent 33 distinct  
kinds of business.

<i>Positions for Girls</i>	<i>Number of Positions Offered</i>	
I. MANAGEMENT.	50	
Office management . . .	7	
Department manag'm't	6	
Executive . . . . .	13	
Executive secretary . . .	1	
Supervision and em- ployment . . . . .	14	
Supervision . . . . .	9	
II. SPECIAL.	15	
Research . . . . .	1	
Copy-writing in adver- tising department . . .	9	
Proof-reading . . . . .	5	
III. STENOGRAPHY.	995 [808] (208)	
Management of steno- graphic bureau . . . . .	2	
Court stenography . . .	1	
Private secretary . . . .	19	(1)
Correspondence . . . . .	10	[1]
Expert stenography . . .	6	
Stenography . . . . .	914	[719] (154)
Stenography and trans- lating . . . . .	1	
Stenography and book- keeping . . . . .	1	[34] (26)
Stenography and statis- tical work . . . . .	1	
Stenography and bill- ing . . . . .	20	[1] (5)
Stenography and dictat- ing machine . . . . .	4	(1)

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## *Positions for Girls*

## *Number of Positions Offered*

### STENOGRAPHY—*Continued*

Stenography and re- search.....	1		
Stenography and gen- eral office.....	15	[53]	(12)
(Stenography, filing)			(4)
(Stenography and cata- loging).....			(1)
(Stenography and figur- ing).....			(1)
(Stenography and exec- utive).....			(1)
(Stenography, filing and billing).....			(1)
(Stenography and cash- ier).....			(1)

### IV. BOOKKEEPING.

569 [55] (14)

Teller in bank.....	1		
Secretary and treasurer of company.....	1		
Assistant treasurer of company.....	3		
Expert auditing.....	2		
Expert cashier work...	2		
Expert bookkeeping...	7		
Expert statistical work.	35		
Bookkeeping.....	160	[27]	(8)
Auditing .....	196		
Cashier work.....	5	[13]	
Tube work.....	16	[4]	(1)
Figuring.....	98		
Bookkeeping and filing.	1		
Bookkeeping and cash- ier work.....	12	[2]	(2)
Cashier and check- room work.....	30		

<i>Positions for Girls</i>	<i>Number of Positions Offered</i>		
<b>BOOKKEEPING—Continued</b>			
[(Bookkeeping and bill- ing)] . . . . .	[1]	(1)	
[(Bookkeeping and gen- eral office)]. . . . .	[3]	(1)	
[(Bookkeeping and typ- ing)]. . . . .	[5]	(1)	
			.
<b>V. DEPARTMENT CLERKS.</b>		39	(1)
Accident claim clerk . . .	2	(1)	
Application clerk (in- surance) . . . . .	1		
Complaint clerk . . . . .	1		
Credit clerk . . . . .	18		
Employment clerk . . .	1		
Endorsement clerk (in- surance) . . . . .	1		
Exchange of mdse. clerk	1		
File clerk . . . . .	1		
Information clerk . . . .	6		
Mail clerk . . . . .	1		
Order clerk . . . . .	1		
Pay-roll clerk . . . . .	1		
Record clerk . . . . .	3		
Stock-room clerk . . . .	1		
			.
<b>VI. CLERICAL WORK.</b>		485	[4] (2)
Records . . . . .	132		
Entering . . . . .	107		
Sales and expense re- ports . . . . .	4		
Listing stock and pric- ing . . . . .	19		
Cataloging . . . . .	2	(1)	
Filing . . . . .	155		
Filing . . . . .	37	[4]	(1)
Filing and record work . . . . .	81		

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<i>Positions for Girls</i>	<i>Number of Positions Offered</i>		
<b>CLERICAL WORK—Continued</b>			
Filing and statistical.	20		
Filing and library . . .	3		
Filing and noting let- ters . . . . .	1		
Filing and general of- fice . . . . .	3		
Filing and checking .	10		
Miscellaneous . . . . .	127		
Planning orders . . . .	5		
Making     appoint- ments . . . . .	7		
Tabulating . . . . .	60		
Tracing and verifying	27		
Counting and sorting	7		
Mailing . . . . .	21		
Longhand . . . . .	71		
Copying and writing forms . . . . .	37		
Writing tags and slips	34		
VII. MACHINE WORK.		642	[37] (43)
Typewriter . . . . .	399		
Typing and dictating machine . . . . .	94	[6]	(3)
Policy typing . . . . .	1		
Billing on typewriter.	26	[5]	
Typing . . . . .	241	[20]	(27)
Typing and mailing .	31		
Typing and advertise- ments . . . . .	6		
[(Typing and general office)] . . . . .		[3]	(2)
[(Typing and multi- graphing)] . . . . .			(1)
Billing     machine . .	130	[2]	(6)
Tabulating     " . .	32		(1)
Multigraph . . . . .	19		(2)

<i>Positions for Girls</i>	<i>Number of Positions Offered</i>		
<b>MACHINE WORK—Continued</b>			
Comptometer.....	26		
Addressing machine...	12	[1]	
Mimeograph.....	1		
Adding machine.....	1		
Ticket-stamping.....	2		
Billing machine and comptometer.....	18		
Comptometer and add- ing machine.....	2		
(Billing and general of- fice) .....		(1)	
<b>VIII. GENERAL OFFICE: Infor-</b>			
mation, Receiving			
people, Telephone ..	21	[19]	(8)
(Unclassified) .....		[7]	(2)

An attempt was made to secure from the Appointment Bureau of the Women's Educational and Industrial Union of Boston, and from the *System Magazine* of Chicago, any classification of office work for women which they might have worked out. Letters received from them, from which we quote below, show that they had not classified office work in sufficient detail to be of practical use to us. But the suggestions offered are valuable as corroboration; for, all the positions they mention have found a place in our classification.

From the Women's Educational and Industrial Union:

"I do not know any detailed classification of office work such as you wish. The following general outline is used in the Union's Appointment Bureau:

Stenographer	Adding Machine Operator
Bookkeeper	Switchboard Operator
Typist	Longhand Writer
Filing Clerk	Accountant
Figuring Clerk	Statistical Clerk."
Billing Machine Operator	

From the *System Magazine*:

"We suggest the following additions to the outline furnished you by the Appointment Bureau of Boston:

Private Secretary	Comptometer Operator (requires special training)
Office librarian	Keeper of Information Bureau
Cashier	Mailing Clerk
Addresser (may be carried in classification 'Longhand Writer')	

"We make no attempt in the above to be ex-

haustive, as we have not yet worked out to our own satisfaction the very classification that you desire. The outline given you by the Appointment Bureau of Boston seems to us to be very good as far as it is carried and we thank you for sending it to us."

### *Conclusions*

Several conclusions may be drawn from a study of our classification of office work. It shows that the demand for stenography greatly exceeds that for any other kind of work; machine operation comes second in numerical importance; bookkeeping and clerical work are next. Executive positions, demanding greatest responsibility and department clerkships, not usually filled by women, are, as may be expected, in the minority. The possible combinations of one kind of work with others are indicated. There is apparently a much smaller proportionate demand for the combination of bookkeeping and stenography than the commercial schools and the general public have supposed. The combinations of bookkeeping with other kinds of work are fewer than those of stenography. These



deductions from a study of our classification are of especial value to those interested in commercial education:

1. That stenography insures the best opening for a girl entering office work. (Additional evidence is found in a study of Advancement in Chap. IV, Part II.)

2. That it is of far less importance than has heretofore been thought, to equip an office worker with special training in both stenography and bookkeeping.

3. That a significant proportion of positions—27%—may be entered without the traditional training of either stenography or bookkeeping; and that such positions offer opportunities for advancement, if the worker has a high school education.

4. That the great demand for clerical workers points the need for girls to be generally clerically trained and to include in their training a thorough course in filing.

Our final important deduction, which applies to every line of opportunity in office work for girls, is the need of training in general office efficiency, already emphasized in discussions dealing with commercial training.

## CHAPTER II

### WOMAN'S CONQUEST OF OFFICE WORK

NOWHERE is the change in woman's position better illustrated than in her conquest of office work. It has been swift, if one reflects that fifty years ago the field of office work was almost entirely in man's possession. The United States Commissioner of Labor presents a brief history of this conquest in the report of Miss Helen Sumner published in 1910. This statement, which is the best one known to us, we quote as follows:

"Even before the invention of the typewriter women were employed to a certain extent as copyists. In 1870, for instance, they are said to have been employed in Washington to copy speeches and other documents for Members of Congress, and in other cities lawyers employed them to copy briefs and various legal documents. In January, 1871, a statement appeared in the *Revolution*, that many lawyers in the city would be willing to give work to competent women copying clerks

if their orders could be filled on short notice. It was further suggested that 8 or 10 women clerks should combine to rent an office in the lower part of the city in order to secure this business. For this work women were paid in some cases from 3 to 4 cents for every hundred words, and in other cases from 8 to 31 cents a page.

"Though women were said to be sometimes employed to write from dictation at a salary of about \$600 a year, their first experience as stenographers appears to have been in the transcribing of notes taken by men. Thus in 1869 the stenographer of the surrogates' court, New York, wrote a letter to the *Revolution* calling attention to 'phonographic reporting' as an industrial field open to women 'in which the pay is remunerative, but into which they do not seem much inclined to enter.' For several months past, he said, he had had all his shorthand notes taken in court transcribed by a girl, to whom he had paid the same wages as to a man, and who had proved very efficient.

"As long, indeed, as the use of stenographers was confined to court work and to the reporting of long public speeches—work which is still generally done by men—women gained little foothold in the business. As industries, however, have expanded and commerce has grown,

the tendency toward concentration and the adoption of labor-saving devices in trade as well as in manufacture have created a great demand for stenographers, typewriters, clerks, copyists for ordinary business work—a demand largely filled by girls. This demand and supply have arisen practically within a generation, and a new and comparatively promising field of employment has been opened to women.

“Women clerks began to be employed about the same time or even earlier than women copyists. In 1861 they were first employed in the Treasury Department to clip or trim the notes, which soon afterwards was done by machinery. The women, however, remained, doing other kinds of work, and gradually their numbers increased—most of the new ones being, for a time, war widows or orphans. By 1866 they had proved their efficiency, and were recognized by act of Congress and their salaries were fixed at \$900 per year. Men clerks at that time received from \$1,200 to \$1,800 a year. In 1870, however, Congress legislated that women clerks should be graded like men and should receive the same salaries. As late as 1868, however, no women were employed in the Congressional Library, or in any department except the Treasury, Post-Office, and War.

“As bookkeepers and accountants the employment of women was suggested as early as 1845, when one of the speakers at a meeting held in behalf of the working women of New York stated that ‘there were hundreds of females in this city who were able to keep the books as well as any man in it.’ And in 1853 a writer in the New York *True National Democrat* said that ‘as accountants and bookkeepers, females would stand unrivaled.’

“It was not, however, until the sixties that women began to gain a foothold in this occupation, and then at much lower salaries than were paid to men. It was said, for instance, in 1868, that when a New York merchant found himself in need of a bookkeeper he employed a woman for \$500 a year, whereas he had paid her predecessor, a man, \$1,800. By 1870 several women were said to be employed as bookkeepers in New York at salaries of from \$16 to \$20 a week. Another writer added, however, that men of the same capacity and acquirements as these \$16 to \$20 women bookkeepers would demand from \$25 to \$40 per week.

“Soon afterwards the increased demand for stenographers and bookkeepers caused the starting of business schools where women could receive training for such work. In 1871 S. S. Packard of New York offered to educate

50 young women free for business. Other schools were opened to women and at first gradually, then rapidly, they entered this new field of employment.

"In 1870 there were reported to be employed in this group of occupations, including 'stenographers and typewriters,' 'clerks and copyists,' and 'bookkeepers and accountants,' only 9,982 women. In 1880 the number increased to 28,698, in 1890 to 168,808, and in 1900 to 238,982. Meanwhile the proportion which women formed of the total number of persons engaged in these occupations rose from 3.3 percent in 1870 to 5.7 percent in 1880 and to 16.9 percent in 1890. In 1900, 75.7 percent of the stenographers and typewriters, 12.9 percent of the clerks and copyists and 28.6 percent of the bookkeepers and accountants were women."

The following table taken from the same report shows briefly the increase in the various branches of office work, not only of actual numbers of women employed but of the percentage of women to men.



TABLE I

## INCREASE OF NUMBER OF WOMEN IN OFFICES

(Reprint from Report of Federal Comm. of Labor, 1910)

<i>Occupations</i>	1870 <i>Num- ber</i>	<i>Per- cent</i>	1880 <i>Num- ber</i>	<i>Per- cent</i>	1890 <i>Num- ber</i>	<i>Per- cent</i>	1900 <i>Num- ber</i>	<i>Per- cent</i>
Stenographers and typewriters. . . . .	9,982	3.3	28,698	5.7	168,808	16.9	85,086	75.7
Clerks and copyists. . . . .	"	"	"	"	"	"	81,000	12.9
Bookkeepers and accountants. . . . .	"	"	"	"	"	"	72,896	28.6

The findings of our own study of the field of office work, 1913-14, show for 33 different kinds of business in Cleveland the percentage of women to men. It is interesting to note how in law work, real estate and the offices of doctors and dentists, women are the only persons used for office work. Whereas in banking and accountancy, the proportion of women to men is only 15 and 16 percent respectively. Telegraph, factory, printing and agency firms employ about half as many women as men. In retail, wholesale, telephone, addressing and circular companies, and public and court stenography the office employees are largely women.



TABLE II

COMPARISON OF NUMBERS OF WOMEN AND MEN IN OFFICE WORK  
(Based on Investigation Records of 33 Kinds of Business)

<i>Kinds of Business</i>	<i>Percent of Women to Men</i>	<i>Number of Establishments</i>
Doctor's Office.....	100%	3
Dentist's Office.....	100%	3
Law.....	100%	8
Real Estate.....	100%	3
Public & Court Stenography	90%	4
Addressing.....	83%	5
Retail.....	79%	7
Wholesale.....	76%	2
Propaganda.....	74%	
Missionary Society.....	66%	1
Nat'l Society for Prop- aganda.....	76%	1
Manufacturing.....	57%	34
Agency.....	50%	1
Insurance.....	50%	5
Printing.....	50%	5
Service.....	44%	
Gas.....	12%	1
Electricity.....	20%	1
Ice.....	53%	1
Telephone.....	71%	1
Sales Office.....	38%	
Automobile.....	41%	1
Oil.....	34%	2

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<i>Kinds of Business</i>	<i>Percent of Women to Men</i>	<i>Number of Establishments</i>
Mercantile Agency.....	25%	1
Furniture.....	62%	1
Municipal.....	35%	
Library.....	90%	1
City Hall.....	33%	1
Transportation.....	25%	
Express.....	60%	1
Railroad.....	23%	2
Steamship.....	18%	2
Telegraph.....	31%	2
Accountancy.....	16%	1
Banking.....	15%	5

A survey of the present situation shows women employed in almost every department of office work. Some general truths are clearly shown by the classification in Chapter I, Part II. *First*, that the majority of women employed in offices are doing stenography, some form of bookkeeping, machine work, clerical work, or holding clerkships; *second*, that a few women become experts in certain directions, and are used for very special kinds of work. Women are doing executive work as the classification in Chapter I shows, but in this investigation of 133 offices, only one company was found which

acknowledged a woman as officially an executive. This is a manufacturing company, which enrolls a woman as Secretary-Treasurer. Only one large bank in Cleveland places the work of a teller in the hands of a woman. Since these establishments are typical, it is evident that there is definite limitation, at present, to the advance of women in this field. Two other limitations are, at present, set: a woman is prevented in Ohio from becoming a public accountant, no matter what her success and experience in this field may be, for, as yet, women cannot be legally certified as public accountants; and women cannot serve as notaries, for the same reason.

Women are wanted in office work; their patience, conscientiousness and devotion make them valuable to an employer. In many departments experience has proved that feminine characteristics of mind and temperament are peculiarly suited to the work required. This is true, as has already been said, of machine work, if one looks first at the lower end of the scale; and, also, of the details of counting, sorting and checking, where deftness, speed and

accuracy are required. At the other end of the scale, although, as yet, women are not enrolled as company officials, there is one field for which they seem to be especially chosen. This is the department of employment and personal supervision; or, as it is now often termed, the service department in large factories and stores. Woman's gift of intuition, the delicacy of her perception, and her sympathy are characteristics that make her successful in analyzing the applicant for work, and in selecting good material. That this executive position may be advancement from office work is illustrated by the experience of a girl, who was a stenographer in a large manufacturing company in Cleveland, and who was recently chosen for the employment department as an analyst of applicants. The following is a list of the highest positions open to women in Cleveland, sorted out from the classification presented in Chapter I. It is based on considerations of salary and responsibility. Information about salaries, while incomplete, is sufficient to indicate highest amounts paid in almost every kind of position.

HIGHEST POSITIONS HELD BY WOMEN

(Salaries \$65 a month and over)

<i>Kind of Work</i>	<i>No. Posi- tions Recorded</i>	<i>Max. Mo. Salary</i>
I. Managing . . . . .	50	
Office Manager . . . . .	7	
Dept. " . . . . .	6	\$180
Executive . . . . .	13	
Executive Secretary . . . . .	1	\$160
Supervision and Employment . . . . .	14	\$120
Supervision . . . . .	9	
II. Special . . . . .	15	
Copy-writing . . . . .	9	
Proof-reading . . . . .	5	
Research . . . . .	1	
III. Stenography . . . . .	34	
Management of Stenog. Bureau . . . . .	5	
Court Stenographer . . . . .	1	
Private Secretary . . . . .	6	\$100
Correspondence . . . . .	2	
Head Stenographer . . . . .	3	\$100
Expert Stenographer . . . . .	16	\$125
Stenog. and Statistical . . . . .	1	\$ 80
IV. Bookkeeping . . . . .	33	
Teller . . . . .	1	
Treas. & Sec. of Co. . . . .	1	
Asst. Treasurer . . . . .	3	
Expert Auditing . . . . .	2	
Expert Cashier Work . . . . .	12	\$100

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<i>Kind of Work</i>	<i>No. Posi- tions Recorded</i>	<i>Max. Mo. Salary</i>
<i>Bookkeeping—Continued</i>		
Head Bookkeeper.....	6	\$120
Asst.        "        .....	3	
Cashier and Bookkeeper.....	1	\$75
Expert Accounting.....	1	
Statistician.....	1	
Statistical.....	2	
V. Department Clerks.....	11	
Accident Claim Clerk.....	1	
Application        "        .....	1	\$95
Endorsement        "        .....	1	
File        "        .....	2	
Order        "        .....	1	\$90
Mail        "        .....	1	
Stock        "        .....	1	
Unclassified        "        .....	1	
Pay Roll        "        .....	2	
VI. Clerical Work.....	3	
Information Bureau.....	1	\$100
Filing.....	1	
Charge of Library.....	1	
VII. Machine Work.....	6	
Policy Writer.....	2	\$65
Expert Typing.....	1	
Dictaphone.....	1	\$65
Expert Billing.....	1	\$70
Expert Comptometer.....	1	

The above list is supplemented by the following list of unusual positions held by some of the members of the Cleveland Women's Association of Commerce. The very existence of this club of successful business and professional women and its status in the community is an evidence of the recognition of woman's conquest of the field of office work, not only on the part of the women themselves, but also, on the part of the general public.

*Positions held by Members of the Women's Association of Commerce*

I. Managing.

Office Manager.

Asst. Manager of Typewriter Office.

Manager and Proprietor of Business House.

“ of Summer Hotel.

“ “ Turkish Baths.

Charge of Abstract Dept. in Abstract Co.

“ “ Art “ “ Factory.

“ “ Book-binding in Printing Co.

Executive Secretary.

Supervisor and Director of Employment.

Service Dept. Head.



II. Special.

Agent for Bonds in Broker's Firm.

Insurance Agent.

Educational Work in Retail Store.

Person in Charge of Fashion Models and  
Lecturing.

Teacher in Business School and Part  
Owner of School.

Library and Service Dept. Assistant.

Copywriter.

Advertising Dept. in Newspaper—Assistant.

“                    “                    “ Rubber Co.—                    “

Analyzer of Applicants in Employment  
Dept. of Factory.

Secretarial and Laboratory Work in City  
Chemist's Office.

Artist in Photographic Dept. of Factory.

Expert on “Science of Approaching  
People.”

Editor of Medical Journal.

III. Stenography.

Manager-Owner of Public Office Service  
Bureau.

Court Stenographer.

Convention Reporter.

Private Secretary.

Physician's Private Secretary and Person  
in Charge of Prescriptions.

Library and Personal Private Secretary.

Stenography—*Continued*

Stenographer and Translator.

Stenotype Demonstrator.

Secretary for Cemeteries of City.

IV. Bookkeeping.

Head Cashier.

Cashier.

Accountant.

Assistant to Purchasing Dept.

Bookkeeper in University Office.

V. Dept. Clerks.

Clerk in City Hall.

VI. Clerical Work.

Person in Charge of Library in a Factory.

VII. General Office Work.

Information Clerk in Bank.

The classification in Chapter I covers every office position listed here, except the following four:

1. Teacher in Business School and Part Owner of School. 2. Convention Reporter. 3. Stenotype Demonstrator. 4. Manager and Proprietor of Business House. Eight special positions, which are not in themselves office work, but which were in

these cases reached through office work, are also not included in the classification.

Boston and New York each have contributions to offer in a study of advanced business opportunities for women.

In the book entitled "Vocations for the Trained Woman" issued by the Women's Educational and Industrial Union of Boston, in 1910, two chapters are devoted to a study of business openings for women. These positions are fully discussed in relation to the work involved, salary, necessary qualifications and training, and are presented in the order here given:

#### Business

- Advertising

- Work in Department Stores

- Buying in Department Stores

- Banking

- Real Estate

- Insurance

#### Clerical and Secretarial Work

- Clerical and Secretarial Work

- Private Secretary Work

- Secretary Work in the Business Office.

The 1913 report of the Intercollegiate Bureau of Occupations of New York City offers a table, which "is designed to show the many and varied fields of employment in which each type of special training is in demand." Out of 38 positions listed in the table, 13 may be considered definitely office work. The order of the original table, which was based on number of calls from employers,—the workers in greatest demand being set at the head of the list—has been preserved here.

Stenographers-Secretaries  
Clerks, Proof-readers, Office Assistants  
Bookkeepers  
Statisticians, Statistical Clerks  
Publicity and Financial Secretaries  
Executive Secretaries  
Executive Managers  
Social Secretaries  
Partners-Managers  
Welfare-workers  
Interpreters, Translators  
Managers of Employment Agencies  
Comptrollers-Treasurers.

### *Conclusion*

The trend for the future is a fascinating theme,

but it is only significant to prophesy on the basis of fact with no intermixture of what one hopes may be true. In looking forward to the varieties of office work, which will eventually be opened to women, one need only judge what is to come by what actually exists at present. There is practically no division of this occupation where one may not find a woman making good. It is obviously true that women in offices now are doing most of the subordinate and mechanical work while men hold the majority of responsible, executive and highly paid positions. But there is plenty of evidence that prejudice against women *per se* is giving way before the advance of efficient professional women who are making success in the field, their goal. A few women who climb to responsible positions win the confidence of men for the whole sex and point the way to their younger sisters at the foot of the ladder.

Women are getting a chance to show ability as promoters and organizers through social work. These positions of responsibility in social work are not reached by way of office work, nor are they

stepping-stones to office work for the individual; but the freedom women have in them for showing what they can do, may, before long, cause business men to recognize in women persons able to be trusted with the responsible, executive work of their business.

It seems probable that in the future no bars will be set, in progressive offices, against the steady upward advance of women to executive and unusual positions. They will probably meet no opposition on account of their sex and the terms of their making good will be the same as those held out to men. The principle of equal pay for equal work, regardless of sex, has already been sufficiently demonstrated to show that in the future it will be established as women become, on the one hand, more and more determined to offer the qualifications, training and professional spirit needed in the business world and, on the other, to secure justice for themselves. Prejudice against entrusting women with big things is active today, because women are young in this field and possess the faults of youth. But the tone of unfavorable masculine comment is changing

from "Women can't do this sort of work" to "That woman hasn't the ability for this job," because there is a definite image in the foreground of the critic's mind of another woman who has the ability, and who is making good in a job of the same sort. As women acquire stability and professional technique, they will be taken more and more seriously by business. As a matter of course they will be placed in line for the highest positions as they prove eminently successful.

The trend for the future in office work for women is in the direction of a higher degree of unbiased justice toward her work resulting in a wider range of opportunity for her to enter unusual and executive positions in business.



## CHAPTER III

### THE INVASION OF THE MACHINE

No survey of office work would be complete unless due attention were given to the invasion of mechanical, labor-saving devices. Just as in industry, hand-weaving and sewing were replaced by the electric loom and power machine, so in office work many of the old methods dependent upon the pen and pencil have been replaced by machines. For years the typewriter was practically the only machine in the office, but now many machines are replacing numbers of processes that have been for centuries laboriously worked out by hand and brain. Otherwise, the detail of correspondence, bookkeeping, and statistical work could never have kept pace with the tremendous increase of production and commerce.

The following is a list of machines used in many Cleveland offices and compiled from records obtained in our study of the field of office work. The

machines are grouped on the basis of training requirements. Those not requiring training need but a few brief instructions as to the mode of operation. For those which do require training, only a limited amount of instruction and practice is necessary except in the case of the typewriter, which is the machine auxiliary also for the phonograph and the shorthand dictation machines.

<i>Machines Requiring no Training</i>	<i>Machines Requiring Training</i>
Adding Machines	Comptometer & Other
Addressing Machines	Calculating Mchs.
Cash Registers	Billing Machines
Duplicating Machines	Bookkeeping Machines
Envelope Sealing & Stamping Mchs.	Phonograph Dictation Machines
Envelope Opening Ma- chines	Shorthand Dictation Ma- chines
Holerith Tabulating Machine	Printing Machines
Pneumatic Tubes	Typewriters
Telautograph	
Time Recording Machines	

A brief description of the unusual machines listed is necessary for comprehension of this discussion on the part of those not familiar with the equip-

ment of a modern office. Cash registers, typewriters, and pneumatic carrier tubes are familiar, presumably, to everybody.

### *Adding Machine*

This is a device for rapid addition. It is worked by a keyboard of numbers from one to one hundred thousand, arranged in columns—dollars, cents, tens, hundreds, thousands. As the keys are punched, numbers are printed on a strip of paper which is rolled off at the back of the machine; and, by punching the key marked total, the sum of the numbers can be secured.

### *Addressing Machine*

This is a machine for printing addresses from metal, rubber or wax plates. When addressing is to be done, the plates, previously arranged in alphabetical order, are placed in the machine and are fed automatically to the printing plate upon which is placed the envelope or card to be imprinted; after imprinting, they drop into a receiving drawer in the order of their original arrangement. The metal plates for these machines are made by a

special device called the graphotype; the settings of rubber type and wax stencils are made on the typewriter.

### *Comptometer*

This machine, like the adding machine, is a device for making calculations rapidly. It can multiply, divide, add, and subtract, if the operator punches the proper keys. It has a large keyboard containing only numbers. This machine does not print the calculations, which are merely registered on a little disc. The operator must copy off the results. The efficiency of this machine may be illustrated by the comment of one employer who uses it. He said his company introduced the machine at a time when they needed more service. They secured three comptometer machines with three operators, and these girls replace the work of two expert clerks who would have to be paid twice the salary, and who would even then accomplish less.

### *Elliott Fisher Biller*

This machine has a keyboard like the typewriter, but contains keys for ruling paper and many

more number keys than the typewriter. It is built for large ledger sheets of paper, and the carriage is run back and forth on rubber wheels along grooves. An electric bulb at the back of the machine makes it possible for the operator to read the results on the paper as she writes. This machine is efficient in the same ratio as the typewriter, the great gain being the exactness and neatness of the invoices billed on it.

A new kind of billing machine is run by an electric motor and is built like a large double-decker typewriter with a keyboard. The operator places the page, spaces the material properly, copies numbers accurately by pressing the right keys, and the machine does all the calculating. It can find instantly, with the pressure of the proper levers or keys, the percentage of any numbers desired, add the totals of columns, multiply, subtract and divide. The operator has no shoving or pulling to do, as in the case of the other billing machine, but simply uses the keyboard as a typist would do. An operator who had used three different kinds of billers considers this machine more efficient than any

other. The same amount of billing can be done as with other machines; and, also, the calculations are made which cover all the work of a figuring clerk.

### *Elliott Fisher Bookkeeping Machine*

This machine makes entries in ledgers and at the same time prepares a statement to be sent to the debtor. Proof of the accuracy is obtained by an adding or subtracting device which accumulates the items as they are entered to the different accounts. The operation is similar to that of type-writing. This is a machine which is adaptable even to places only moderately large. Its chief advantages are its ability to prove accuracy and its gain in speed. The operators, called posting clerks, attain an average of nine hundred postings a day, apiece, with results proven.

### *Envelope-Opening Machine*

Letters are carried along a guide, slit by a circular knife, and then pushed out into a basket. The machine is run by electricity. One employer who used it said that before the machine was introduced, it took one or two girls half a day to open the mail.

With the machine, one girl can open it in two hours.

*Holerith Tabulating Machine*

This machine is designed for the compiling of statistics for any purpose and is especially useful in accounting work. The equipment consists of three machines: the card-punching device, a sorting machine and an accounting machine, the last two being operated by electricity. The number of operators required depends on the number of cards to be punched. A fair average output is 1500 cards a day for one operator. Most of the statistical information in a given company can be expressed in terms of numbers from 1 to 10 or, in other words, it can be "coded." The original papers, prepared with the information, are put in the hands of the card-punching girls who are to punch holes in the cards according to the statistics desired. The girl has a small machine on the table before her, flat and about as big as her hand. It has a keyboard with figures on the keys irregularly arranged. The figures and coded information to be used in com-



pilation of statistics are punched on cards which contain columns of numbers,—each field of numbers representing some particular set of information. The operator manipulates the punching machine with the right hand and with great rapidity, and turns over, with the left, the papers from which she is copying. These punched cards are then put in a sorting machine which sorts the cards according to kinds. The piles of assorted cards are then run through the counting machine which accumulates the totals, the results appearing on a little disc on the front of the machine. All the mental calculation required of the operator is practically reduced to accurate copying from the original papers to cards, and to taking the total from the disc on the counting machine. The efficiency of the machine is almost limitless and saves hours of the most tiresome calculation on the part of expert mathematicians. The machine can be operated by girls capable of ordinarily intelligent work.

### *Multigraph*

The multigraph is a duplicating machine, and

consists of two parts—the compotype, on which the copy is set up, and the printer which imprints it. The compotype—a machine about a yard in length and two feet high,—stands on a table, at which the operator sits. The compotype contains two parallel, revolving drums, each turned by hand. One drum carries the supply of type; and on the other drum, the operator sets up the copy in the form in which it is to be printed.

The principle of setting copy is shifting the type from the supply drum to the other. The operator, by a lever directly in front of her, causes a metal arrow to move along a bar containing the letters of the alphabet until the desired letter is reached. As each word is spelled out, letter by letter, the corresponding type and the blanks for the spaces between words travel slowly across the channel from the supply drum to the other, on which the spacing and margin have been carefully fixed beforehand. It takes about three months for a girl to reach the required skill, which enables her to set a line in two minutes.

The printing machine is worked much like a

mimeograph, but is run by an electric motor. A large roll of printing ribbon is placed over the entire drum on which the copy is set up. As the drum revolves the paper is fed into the machine, at the rate of one sheet for every revolution. The output of this part of the multigraph is about 4800 sheets an hour. A printing attachment is also fixed to the printing machine which prints from type, just as a printing press does. Ink is used directly on the type, instead of the roll of ribbon. The flow of ink is regulated by taps. The printing attachment is used for such work as the composition of letter heads; but for ordinary advertising matter, the ribbon is used. The efficiency of this machine is very great and the clearness and exactness of the imprints make it superior, in the opinion of experts, to other duplicating devices.

### *Phonograph Dictation Machine*

This machine is on the principle of any phonograph. The dictator talks through a tube, and the sound is recorded on the disc which revolves as he talks. The disc or records are then transferred

to the operator's machine. The dictation is transmitted to the operator through little tubes which are adjusted to her ears by means of a metal band fastened around her head. She stops and starts the machine with a pedal which she works with her foot. She can make the machine go fast or slow at will. One employer speaking of the efficiency of this machine said that it is at least forty or fifty percent more efficient than stenography, since it saves the time of taking dictation. The dictaphone was introduced into the company not in order to replace stenographers, but in order to take care of the sudden increase of the volume of work in the business; and, after the dictaphones were thoroughly adapted to this use, they just kept up with the increased work easily. Another employer stated that three dictaphone operators replace six good stenographers. Most of the large railroad and trust offices use the dictaphone.

### *The Stenotype*

The stenotype is a dictation machine and is similar in appearance to a typewriter except that there

are fewer keys on it. The machine is fed by a roll of paper which is pushed forward automatically at each stroke of the keys. Three or four words may be written at one stroke, and in this way great speed may be attained. With regard to the efficiency of the machine, the supervisor of the stenotype department in one of the business schools in Cleveland stated that the greatest advantage of this machine over stenography is its accuracy. The actual speed is about the same as that of a fast stenographer but the practical use of it shows a great increase in speed because the operator has no difficulty in readily reading her notes. The standardization of the notes is such that anyone familiar with the symbols used on the machine can transcribe them. This is a great advantage, and means a gain in speed in large offices, for as fast as the stenotypist takes letters her notes may be distributed to typists so that when the dictation is finished most of the letters may be all ready to be signed and mailed.

### *The Telautograph.*

The telautograph is a tactful little instrument,

used in credit departments in large stores and in banks, by which a customer's credit is established with no embarrassment to him. The telautograph instrument is fastened on the wall and is very like an ordinary pad with pencil attached. First the clerk whose duty it is to determine the customer's credit, pushes a button which rings a bell in the credit department; then he picks up the pencil and writes on the pad a question concerning the credit of the customer. The writing appears simultaneously on his own pad and on the pad in the credit office. The standing of the individual is looked up in the files and the report written on the pad in the credit office appears at the same time on the pad of the clerk who wrote the question. The clerk, though standing within a short distance of the customer, has transacted this business without the possibility of being heard.

Six of the machines listed as requiring training, at the beginning of this chapter, appear in the table following, where a summary is given of the opportunities for machine training, in Cleveland. (Training for the typewriter is listed in Table III, Chapter III, Part I.)



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## TRAINING FOR MACHINE WORK

<i>Name of Machine</i>	<i>Preparation Required Previous to Training</i>	<i>Schools or Firms Providing Training</i>	<i>Time Required Period</i>	<i>Hours Per Day</i>	<i>Usual Tuition (Total Cost) at a time</i>	<i>Usual No. of Pupils</i>	<i>Provision for Placement</i>
Comp-tometer.	8th Grade or Partial High School.	Comp-tometer Co.	2 mos. to 10 weeks.	6	\$40	5-7	Great effort made. Good operators not idle. Girls trained according to demand.
Elliott Fisher Biller.	8th Grade.	Elliott Fisher Billing Co.	1½ months to 6 weeks.	6	\$25	6	No system. Employers' calls filled from list of students.
Elliott Fisher Book-keeping Machine.	2 or 3 yrs. experience on E. F. Biller.	Elliott Fisher Billing Co.	2 or 3 weeks.	6	\$15	1	Place practically all students. 2 or 3 on waiting list.
Multi-graph.	8th Grade.	American Multi-graph Sales Co.	1 mo. or 6 weeks.	7½	0	2-3	Some effort made. Girls accepted for training according to demand.
Phono-graph Dicta-tion Machine.	Typewriting and Business experience.	Columbia Dicta-phone Co., & Edison Co.	1 week	8	0	3	No system. No guarantee; students placed according to list as employers call.
Steno-type	Same as Short-hand	High School of Comm., Dyke School, Metropolitan, Spencerian	2 years	5	0	2	Effort made according to the usual system of school.
			7 mos.	5	* \$80	35	
			"	"	* \$60	10	
			"	"	* \$117	75	

\* In addition to this tuition cost, students must purchase their own stenotype machines at a cost of \$100.



The extent to which machines are used in business varies with the kind of establishment, the only omnipresent machine being the typewriter. The small office, such as the lawyer or doctor would maintain, employing one girl, has usually only a typewriter. The office where as many as three girls work, may have a billing machine in addition to the typewriter, or perhaps only a wide-carriage typewriter for invoicing. Banks use a number of comptometers and adding machines and, proportionately, few typewriters. A typical bank in Cleveland has 30 adding machines and 14 typewriters. Some large offices are equipped with as many as 6 or 7 different machines; others have only one or two kinds, though many machines of each kind. One company confines its use of machines to billing typewriters and dictation machines of which latter there are 20; another uses 10 different kinds of machines; still another uses four different kinds, including 40 dictating machines. An expert on office machines, who is in touch with their use in Cleveland, stated that about 40 local firms are using the bookkeeping machine. Only

the largest firms use the statistical machine. This investigation found that 5 firms, including two railroad companies, a wholesale house, a factory, and an electric light company, are using this elaborate piece of mechanism. The large retail firms have typewriters, comptometers, adding and billing machines. Various kinds of duplicating devices, mimeograph, letterpress, manifold, etc. are used in every kind of office. The multigraph is less extensively used, but is found in most of the offices of the addressing companies. The addressing machines are useful only to companies with a large regular mailing list, and were found by this investigation in the offices of five large establishments, a retail house, a wholesale company, a gas company, a bank, and a manufacturing firm.

When machines were first introduced into industry, as all the world knows, great hardship was experienced by hand-workers; hundreds of people were thrown out of employment, and such bitterness was felt that riots occurred in factory centers and the machines, which the workers considered their enemies, were wrecked by the angry men.

No such situation occurred on the introduction of machines into office work. The evidence seems to be that they have been introduced gradually during the last ten years in an attempt to cope with the ever-increasing volume of office work. The office staff was kept quite or almost intact and either new people were employed to operate the machines, or the employees already at work were taught to operate them in order to increase their original output.

Displacement of workers by the introduction of machines in offices appears up to this time to be indirect. Employers interviewed say their clerks were not put out of positions thereby, but the use of machines is preventing the firms from taking into their employ high priced statisticians and bookkeepers, and is decreasing the number of new office workers needed. With the increased adoption of office machines goes the demand for skilled operators, well paid, but far cheaper and easier to secure than highly trained bookkeepers and clerks skilled in rapid mental calculation. It is this advanced mental equipment that is no longer much

in demand, and those who possess it will be displaced in the future by operators on the efficient machines, easy to understand, accurate in result, and capable of a large product of correspondence, statistics and bookkeeping.

The qualifications of machine workers in offices include knowledge of the machine, accuracy and deftness of manipulation. Except for the six machines requiring training, the use of machines in offices does not necessitate a very broad general education. Keen natural intelligence, ability to calculate small amounts quickly, and steady nerves, are the essentials for this kind of work.

That here, as in other phases of office work, careful choice must be made of the worker, is the often emphasized idea of Professor Münsterberg in his book "Psychology and Industrial Efficiency." In describing the work done on the pay-roll in a certain company, he says: "A good sorter will turn up slips so rapidly that the bystander is unable to read a single figure, and yet she will not overlook one error in thousands of slips. After the slips are sorted, the operation of obtaining the totals on each order

number is performed with the aid of an adding machine. The machine operator rolls up the slips of the pile with the thumb of her left hand and transfers the amount to the proper keys of the machine. It has been found that the most rapid and accurate girls at sorting are not seldom useless on the machines. They press the wrong keys and make errors in copying the total from the machine indicators to the file-card. On the other hand, some of the best machine operators are very slow and inaccurate at the sorting table. Girls have been found very poor at the work at which they were first set, and very successful and efficient as soon as they had been transferred from the one to the other. Examples of this kind might be heaped up without end. Successful achievement depends upon personal mental traits which cannot be acquired by mere goodwill and training."

The physical effect of office machines is a serious consideration which cannot be escaped even by those most earnestly claiming that the invention and use of such machines are inevitable results of progress and efficiency. Every office machine,

except the letter stamping and folding machine, requires something more than mere manual work. Every operator has to concentrate to some extent on her work, or to make some mental calculation, so that compared with the average factory worker the office machine operator has more nervous strain and, in the use of many machines, as much physical effort to make.

There was, on its first introduction, a loud outcry against the dictating machine on the ground that it was a serious nervous tax upon the operator. Even the advertising pamphlets of the companies producing this machine admit an initial popular prejudice which had to be overcome. One producer of a dictating machine, in order to withstand criticism, had a physician examine the operators. A salesman of this machine in Cleveland is quoted in reference to the physician's report:

"Some of the finest specialists in this country, and in Europe, have examined office workers who have not used our dictating machine and those who have, and they not only did not find anything wrong with the latter, but reported that the general health was better for



the ones who had been using the dictaphone and that their hearing was 20% keener."

To offset this glowing statement the testimony of one of the girls interviewed for this study may be quoted—a trained stenographer who became a dictaphone operator. She had no initial prejudice at all against the machine and recognized that she made a higher salary by its use, but nevertheless she stated that the dictating machine is a great nervous strain and that, on some days, she feels "just ready to fly." At the time of the interview this girl was planning to leave her position and hoped to take up shorthand once more. This attitude is in contradiction to the dictum of the producers of the machine, that "once an operator, always an operator."

The dictating machine in the eyes of an educator, also, has a different valuation from that of the above quoted salesman. The earnest and broad-minded head of one of the best private commercial schools in Cleveland stated that, in spite of enormous pressure, he had never consented to put the dictating machine into his curriculum, because he



felt that it was as yet unsafe to do so. He stated that, properly used, the dictating machine is excellent from the point of view of business and harmless for the operator; but he is convinced that, as yet, it is largely misused by employers and made only a means of driving girls harder, without considering that the operator, who typewrites all day, with tubes in her ears, and attention strained for listening, and who has no change of work, suffers a serious nervous strain. He also states that, as yet, the dictating machine results in making correspondence work mechanical and uninteresting, and that, as an educator, he must refuse to advocate this machine until a reform in its use by employers has come about.

The billing machine is considered by many employers too heavy for girls to handle, and boys are employed for all that kind of work. Other employers are scornful of this attitude, one of them claiming that the pulling and pushing of the machine carriage on its grooves is good exercise for a girl and a fine counteraction for the monotony of the work. A girl visited for this study, employed as

a biller for eight and a half hours a day, said that the billing machine work is heavy and tiresome, and that the slight overtime work that occasionally falls to her lot is especially difficult to endure.

The Holerith tabulating machine is also a strain upon the physique of the operator. A statement was made in January, 1914, by the Federal Public Health Service in Washington, to the effect that this machine in various factories and bureaus has been placed under surveillance because of the high percentage of breakdown cases noted among women operatives. Operatives on the punching machines, which form one of the three parts of the Holerith tabulating machine, complain of sore fingers; and, as the soreness spreads to arm and shoulder, severe nervousness follows. The statement predicted the introduction of an electrical device to minimize the physical effort needed.

### *Conclusion*

Machines in office work are as inevitable as machines in industry, and it would be absolutely futile to attempt to prevent their use supposing

that prevention were to be desired. But any question that the most scrupulous may have in regard to the present situation is related not to the introduction of the machine, but to the way in which machines are used. There are decidedly right and wrong ways for using machines in offices. They may be used simply from the standpoint of forcing the output of letters and accounts to the greatest possible amount, with no regard to the effect on the worker; or they may be used to aid the worker, by relieving strain due to increased output, by doing away with the necessity for overtime, and by relieving her of tiresome mental effort.

As employers come to understand all that is significant in efficiency they will give more attention to the individual worker, realizing that only by careful consideration will they get increased output with a minimum of strain and effort. We urge employers to consider with attention the following points by which their methods may be improved:

1. Careful assignment of work with the aid of tests. (See Chap. V, Part II.)

2. Study of the problem of routine. (See Chap. V, Part II.)

3. Scrupulous use of office machines, taking into consideration the welfare and therefore the highest efficiency of the operators.

4. Flexibility in arrangement of work so as to increase stimulus and interest for the worker. Good judgment and common sense can go far to help the problem of assignment of work which science will some day solve. The following testimony from a girl interviewed for this study illustrates this need:

Miss W. who is doing billing and finding it very tiresome and monotonous said: "I think it would be grand if I could do stenography for one-half of the day and billing the other half; then I wouldn't get so tired and I wouldn't lose all my shorthand. If this company had two girls to change off with, they could make that scheme work."

Because the tendency seems to be toward a constant increase in the use of machines, we urge commercial schools and placing agencies to be alive to the problems involved.

## CHAPTER IV

### CONDITIONS IN OFFICE WORK

THE relation between right working conditions and efficiency has been emphasized by efficiency engineers like Mr. Harrington Emerson and by Mr. James E. Schulze, author of "The American Office." Mr. Schulze has offered a plan for an office establishment, perfect in every detail, yet practical. His treatment for laying out an office, its equipment, its ventilation and lighting, clearly show the necessity of proper environment for the worker, for humanitarian as well as for business reasons.

Physical conditions offered to office workers in Cleveland are evidently in the main good. This investigation found that of the places whose conditions were wholly observed, only 13% (17 out of 123) were in some way unsatisfactory; but that 13% of these offices should have proved so far below standard in the essentials of good conditions is surprising and deplorable. Thirteen establishments

had poor light; six had poor ventilation; fifteen were crowded; seven were dirty; one employer provided only stools for his workers; two offices had wooden stairways; two had rickety elevators; and one office could be reached only by a long flight of stairs. Besides these 123 investigated offices, 185 offices were visited in the follow-up study of business school graduates. Eleven of these were entirely unfit in equipment or location for the employment of young girls. These were: an office located on a dirty, narrow street with neither paving nor sidewalk to lift the foot passenger out of the heavy mud; another located in an isolated, dark section of the city; an office whose thin partitions and flooring admit every sound and jar from factory and shipping rooms; offices with stuffy, little rooms, old-fashioned equipment and unwashed, narrow windows. The girl workers in these offices were the young, immature products of the cheaper business schools, who, having little to offer, were obliged to take what they could get by way of a first place. The skilled, efficient office workers were not found in this type of establishment.



Improvement of the situation will come as employers see that the result of poor conditions is apt to be inefficiency; i. e., that poor ventilation makes workers drowsy and lackadaisical; crowding means confusion and nervous strain; dirt is an active detriment to neat, accurate work.

The public must see that the laws we already have in regard to sanitation are enforced. Although offices like factories and mercantile establishments are covered by Ohio State laws providing for sanitary conditions, inspectors do not initiate investigation of them. They merely investigate complaints. The city makes even less provision than the State as to sanitary conditions in offices; for, even when complaints are made to the Department of Sanitation, the complainant is obliged to prove that office a public nuisance before getting any action.

The result of this investigation bears out the current opinion that the hours during which an office is open are fewer, usually, than factory hours. A mathematical average of regular office hours in the 133 offices visited is  $8\frac{1}{4}$ . Although several



offices reported 9 hours a day of work, the maximum is  $9\frac{1}{2}$ —the hours found in one large retail grocery store. The minimum of hours is  $6\frac{1}{2}$ —the working time of one company, a banking firm.

Opposition to legislation for a short working day for girls and women in offices hinges upon the right to emergent overtime work and not upon the question of the regular short working day. The principle at stake is whether it is more important to observe the professional spirit of women office workers, which would be destroyed if the working day were definitely limited; or to prevent poor or selfish management on the part of employers. States take very different views of this situation. Most states include office work in laws preventing the work of minors; Virginia in forming her statutes limiting hours of employment of women, definitely excludes "bookkeepers and other office assistants."

Probably the fair method of solving the dilemma is TO LIMIT THE HOURS OF THE REGULAR WORKING DAY FOR WOMEN AND GIRLS, ALLOWING OVERTIME ONLY ON THE BASIS OF PROFESSIONAL WORK; ALL PERSONS

## RECEIVING A SALARY IN EXCESS OF A STATED AMOUNT TO BE CONSIDERED PROFESSIONAL WORKERS.

The enforcement of an office-work law would be aided by the intelligence of the workers. With copies of the law posted on the wall, there would be small opportunity for employers to evade it.

About 50% of the offices questioned about overtime admit that they have it to some extent. Sometimes it means only an occasional half hour; but it was found that a few offices require the workers two evenings a week till 9 or 10 o'clock for as long as a month at a time, several times during the year.

In office work as a whole, the chief feature of overtime is its irregularity, and it is impossible to make a general statement about the practice of it. There is no standard about it in general; and individual firms, similar in type of work, may be very dissimilar on the ground of overtime. One law firm may have no overtime at all and another may often require the services of the stenographer until late at night. There is equal lack of common practice as regards pay for overtime work or supper

money. It seems to be generally true that if a girl is kept for work half an hour she is not considered to be working overtime to any appreciable degree and no money is offered her. If she is kept till 8:30 or 9:30 o'clock, however, she is usually compensated to some extent; she may be given supper money, which varies between 35c and 50c; or she may be paid per hour for her time; or she may be given supper money and pay also. Invoicing, done twice a year, requires extra service of office workers in nearly every firm. Whether they are paid or not depends on the attitude of the company. If the invoice is taken every month, the girls are not kept so late and they are not usually paid.

Certain kinds of work involve emergencies, however, in which overtime work is necessary—writing up the notes of a court stenographer, preparing notes for a lawyer during a trial, finishing an order in a public stenographer's office, attending to emergent correspondence. This overtime work cannot be done away with altogether, but it ought to be compensated. It is paid in one lawyer's office, known through this investigation, at double the

regular day rate per hour. The worker ought always to know that overtime will be required of her before she agrees to accept the place.

The dictating machine is a valuable influence for reducing overtime. An employer who wishes to work at irregular hours, instead of requiring the presence of his stenographer, may use the dictating machine and place the discs on the stenographer's table so that she may get the letters out during regular working hours. A recent article in the *System Magazine* is significant as expressing a growing belief that overtime means inefficiency, and that with proper office conditions, equipment and system, most of it will be found unnecessary. Employers are urged to avoid exacting overtime of the office worker unless it is impossible to prevent it; to require overtime only of the responsible, highly paid workers and to offer sufficient compensation.

It is a fact generally accepted that firms give regular vacations to office workers, but the application of the vacation policy seems to vary with each particular firm. The majority who reported on this point, give a vacation of one or two weeks with

pay to every worker regardless of time spent with the company. Other firms give a vacation, qualified according to length of worker's stay; workers who have been with the company six months may receive one week of vacation and those who have been working a year, two weeks.

An equal variation of practice is observed with regard to the weekly half holiday. Out of 63 firms reporting on this, 44 give a regular weekly half holiday the year round, 14 give it only in the summer and 5 do not give any. Most often, of course, the holiday is Saturday afternoon, but when offices must be open at that time, some other day during the week may be arranged for free time.

The opportunity this investigation afforded to talk personally to hundreds of girls, accumulated ample evidence that both regular annual vacation with pay and a weekly half holiday are essential to women office workers, not only for human but also for efficiency reasons.

Other chapters in the book have contributed information about wages. The points made elsewhere are cited below. In the first two chapters,

indicated by 1 and 2 below, wages are presented for the extremes in office work. Another chapter, indicated by 3, presents wages of a representative character, and is supplemented by the table contained in the present chapter.

1. Wages of office workers with grade school preparation compared with wages of those who have high school education. This chapter presents the extreme lower end of wages for office work. (Fate of 8th Grade Children, Chapter VI, Part I)

2. Wages of women holding executive and unusual positions. This chapter presents the extreme higher end of wages in office work. (Woman's Conquest of Office Work, Chapter II, Part II)

3. Wages of the graduates of the High School of Commerce, representing mainly the initial wages of workers with a good preparation of general education and special training who are just entering upon the field of office work. (Public Schools, Chapter I, Part I)

We present here a table of wages summarized from the 133 office investigation records and thoroughly representative in character. The amounts noted were given by employers.



TABLE OF WEEKLY WAGES IN OFFICE WORK FOR GIRLS

(Based on 2,816 positions in 33 kinds of business)

	<i>Minimum Wage Per Week</i>	<i>Average of Usual Wage Per Week</i>	<i>Maximum Wage Per Week</i>
MANAGEMENT .....	\$10.00	\$32.50	\$45.00
SPECIAL .....	15.00		
STENOGRAPHY			
Stenography .....	5.00	11.65	31.00
Stenography & Executive.	10.00	18.00	25.00
Stenography & Clerical...	10.00	12.00	15.00
Stenography & Dictating Machine .....	10.00	12.00	
Stenography & Billing....	10.00		15.00
BOOKKEEPING			
Bookkeeping .....	6.00	11.12	30.00
Cashier Work .....	8.00	10.00	18.00
Statistical Work .....	6.00	9.30	17.50
DEPARTMENT CLERKS.....	8.00		25.00
MACHINE WORK			
Adding Machine .....	8.50	10.00	11.00
Addressing Machine .....	9.00		
Billing on Typewriter....	7.00	11.18	17.00
Billing .....	8.50		15.00
Card Punching Machine..	8.50	10.00	11.00
Comptometer .....	7.00	12.50	17.50
Mimeograph .....	10.00		
Multigraph .....	8.50		17.00



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	<i>Minimum Wage Per Week</i>	<i>Average of Usual Wage Per Week</i>	<i>Maximum Wage Per Week</i>
<b>MACHINE WORK—Continued</b>			
Tabulating Machine. . . . .	\$8.50		
Typing. . . . .	5.00		\$9.00
Typing & Measuring (Ad- vertisements). . . . .	7.00	\$10.00	
Typing & Dictating Ma- chine. . . . .	6.00	14.00	15.00
<b>CLERICAL WORK</b>			
Records. . . . .	6.00	8.50	20.00
Filing. . . . .	5.00	8.70	15.00
Longhand. . . . .	8.50	7.00	14.00
Miscellaneous. . . . .	5.00	6.00	
<b>GENERAL OFFICE WORK. . . . .</b>	<b>5.00</b>	<b>8.67</b>	<b>25.00</b>

The field of office work offers recognized opportunity for advancement. This is the salient point in considering office work as a vocation, since it is of consequence for young people to choose an occupation for its future opportunities of promotion rather than for its initial wages. That office work is a vocation that is definitely worth while is proved by the fact that of 2,816 positions included in the classification on page 173, only 4% do not offer advancement.

A number of other chapters touch upon the sub-

ject of advancement and the following is a brief summary of points made:

1. A study of the occupational history of the graduates of the High School of Commerce over a period of 3 years shows in general that a high school training of 4 years is rewarded by regular advancement. It is the exceptional graduate of this school who is not promoted. (Chap. I, Part II)

2. Advancement from semi-office to real office positions is possible for workers attending night schools. (Chap. V, Part I)

3. A comparison of the wage increase for grade prepared students and high school graduates during a given period of time, shows that the wages of the latter shoot way ahead and is proof that advancement requires high school education. (Chap. VI, Part I)

4. The relation of advancement to preparation and training is again brought out by analyzing the 2,816 positions included in our investigation of office establishments. Our records show that every position offering advancement requires either high school education or special training. (Chap. V, Part II)

5. The probation wage in relation to advancement, and other features of the employers' responsibility for advancement are discussed in the same chapter. (Chap. V, Part II)

6. The high pitch of advancement reached by trained, experienced women after years of effort comes out in the presentation of woman's conquest of office work. These top-notch positions, looked up to with envy and admiration by inexperienced workers, have been reached by gradual advance along the same well-worn path which newcomers in this field are treading, but they have depended largely upon innate ability. (Chap. II, Part II)

The direction of advancement from one position to another is an illuminating study. Corresponding to the classification in Chapter I, Part II, the following table has been worked out to show the advancement possible for definite kinds of work. Two thousand eight hundred and sixteen positions noted in our investigation of office work and one hundred records of workers form the basis of this tabulation. The classification itself shows, within its groups, a logical, perfect scheme of advancement from lower to higher positions; but actual promotion does not always come in this logical way. The following tabulation shows the actual experience of individual girls in offices and the manner of their promotion from one kind of work to another.

## TABLE SHOWING DIRECTION OF ADVANCEMENT

(From lower to higher positions)

Based on study of positions held by 2916 trained office workers

## I. MANAGEMENT.

Office Management→	Secretary and Treasurer Work.
Executive Work→	Supervision and Employment.

## II. SPECIAL.

Copywriting in Ad.	
Dept.→	Publicity Dept. Management.
Proof-reading→	Charge of Library.

## III. STENOGRAPHY.

Private Secretary	
Work→	Executive Secretary Work.
Expert Stenography→	Private Secretary Work.
	Office Managing.
	Department Managing.
	Executive Work.
	Executive Secretary Work.
	Supervision.
	Editorial Work.
Stenography→	Advertising.
	Court Stenography.
	Convention Reporting.
	Expert Stenography.
	Correspondence Work.
	Stenography and Bookkeeping.
	Department Clerkship.
	Endorsement Clerkship.

	Order Clerkship.
	Chief Clerkship.
	Cataloging.
Stenography→	Buyer's Assistant Work.
	Dictating Machine Operation.
	Library Managing.
	General Office Work.
	Private Secretary Work.
Stenography and Bookkeeping→	Bookkeeping.

#### IV. BOOKKEEPING.

Assistant Treasurer Work→	Adjustment Clerkship.
Expert Auditing Work→	Department Management.
Expert Statistical Work→	Executive Work.
	Office Managing.
	Teller Work.
	Treasurer Work.
	Asst. Treasurer Work.
Bookkeeping→	Statistical Work.
	Expert Bookkeeping.
	Cashier Work.
	Auditing.
	Credit Assistant Work.
	Billing.
Auditing→	Executive Work.
	Head Cashier Work.

Auditing→	Bookkeeping.
	Assistant Bookkeeping.
	Charge of Post Office Dept.
Cashier Work→	Pay Roll.
	Record Work.
	Pricing.
Tube Work→	General Office Work.
	Clerical Work.
	Executive Work.
Figuring→	Advertising Work.
	Statistical Work.
	Expert Auditing.
	Head Clerkship.

V. DEPARTMENT CLERKS.

Credit Clerkship→	Cashier Work.
Order       “       →	Executive.
	Cost Clerkship.
Pay-roll Clerkship→	Expert Bookkeeping.
	Stock clerkship.

VI. CLERICAL WORK.

Records→	Supervision.
	Stock Room Managing.
	Private Secretary Work.
	Bookkeeping.
	Billing.
	Statistical Work.
	Auditing.
	Pay-roll Work.
	Purchasing Work.

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	Statistical Work.
	Bookkeeping.
Filing→	Department Clerkship.
	Endorsement     “
	Record Work.
	General Office Work.

### Miscellaneous.

Planning Orders→	Executive Work.
	Statistical Work.
Counting and Sorting→	Bookkeeping.
	Record Work.
	General Office Work.
Longhand→	Collection Clerkship.
	Library Work.
	General Office Work.

## VII. MACHINE WORK

	Dept. Managing.
	Stenography.
Typing→	Application Clerkship.
	Multigraphing.
	Dictating Machine Operating.
Billing on Typewriter→	Stenography.
Typing and Mailing→	Stenography and Billing.
	Printing and Multigraphing.



	Supervision.
	Cashier Work.
Billing Machine→	Bookkeeping.
	Credit Clerkship.
	Executive Work.
Tabulating Machine→	Statistical Work.
	Auditing.
Addressing Machine→	Head of Dept.

## VIII. GENERAL OFFICE WORK.

	Executive Work.
	Employment.
	Bookkeeping.
General Office Work→	Figuring.
	Auditing.
	Billing.
	Clerical Work.

The tabulation given above shows that advancement may come in many different ways and indicates that the more a girl knows and the more varied her specialties are, the better are her chances for promotion along one line or another. Stenography opens the most varied possibilities of advancement; bookkeeping and its allied kinds of work run a close second. This outline of possible advancement shows that office work is a vocation

well worth the investment of years of education and at least a year of special training.

The question of demand and supply in office work has been illumined in many ways during the course of this investigation. In the field of office work study and in interviews with employment bureau agents especially, information came readily, although not in form complete enough for tabulation. But we have sufficient data to justify the general assertion that **THERE IS NO OVER SUPPLY OF WELL TRAINED, EFFICIENT WORKERS.** There is in the city a horde of improperly trained and otherwise undesirable candidates who create an apparent over supply, but who bear no relation to real demand. If the schools generally were to become efficient in the preparation of students, the risk of over supply would be lessened by the fact that real efficiency in training would mean a reduction in the quota of each school; for it carries with it elimination of the unfit before entrance upon and during the course of preparation.

The moral situation in office work, though less serious than in other occupations, deserves grave

consideration by those responsible for placing girls in office positions. The Government report on the "Relation between Occupation and Criminality of Women" made in 1911 for the Commissioner of Labor, includes office work in its list of occupations studied. We quote the reference to moral conditions of office workers:

"Careful inquiry was made (Pages 87 and 89) as to whether experience had actually shown that any given occupations were morally dangerous. Five were assigned by different social and rescue workers: domestic service, the work of hotel or restaurant waitresses, the low-grade factory trade, trained nursing, and, . . . the cheaper stenographic positions. Stenography, as has already been mentioned, was assigned as a dangerous occupation by only one social worker, a worker, however, of such wide experience that her opinion should count for much. Her belief is that its dangers are confined to the class that receive the lowest salaries of all, the girls of 14 or 15, just out of school, who are ignorant and untrained, wholly undeveloped in character, not habituated to self-control, rather weak-willed, and entirely unaware of the possible dangers of their position. Such girls she declared were unquestionably taken advantage of by their em-

ployers on occasions. Whether they would be likely to get on better in any other occupation was dubious. She was not inclined to believe that if, remaining just such girls as they are, they should be transferred to domestic service, their dangers would be materially lessened. The real peril lay in their immaturity or lack of training, and until that was removed they would encounter serious risk wherever they might be."

A table of statistics in the same book based on the report of the House of Correction, Cleveland, Ohio, 1908, shows that 8.7% of the women inmates came from domestic service, 9.7% from manufacturing work and 1.6% from office work (the rest being women of no definite occupation). This relation of percentages is typical according to the author of the Government report.

No special effort was made in our investigation to secure information about the moral situation in office work. But it stands to reason that there is some risk for a girl who is the single employee of a single employer, engaged closely with him in work more or less private in nature. It is essential for a

person placing a girl in an office of this sort to know beyond a reasonable doubt the character of the man who employs her. The following instances, which interviews with girls for this study brought out, are illustrations of the kind of experience possible to a girl in office employment.

A girl who came this year to an employment agency known to be organized for girls' welfare warned the Placement Secretary not to send any girl to her former employer, because he had been most insulting in his familiarity. The girl was so surprised and outraged that she was half afraid to try another place.

Another girl, interviewed in the course of this study, said that when she started out she was young and immature, and being inexperienced had to take what she could get by way of a first opening. Her first two places were so bad that she stayed at each of them only about a week. She said that, after the first few days, both employers were outrageous in their conduct. One of them put his arm around her every time he came to ask her anything about her notes; the other fairly insulted her. The girl thought she could stop this conduct by a freezing manner, which completely ignored it; but finding this of no use, she was obliged to leave.

This testimony is corroborated by the priests and sisters in charge of the commercial courses in the parochial schools, who are very much opposed to placing girls in one-man offices.

*Recommendations for Improvement of Present Conditions*

1. Regular official inspection of the physical conditions in offices.

2. Legislation limiting the hours of the regular working day for office workers, allowing overtime on the basis of professional work.

3. Promotion of a weekly half holiday throughout the year and annual vacation with pay for all office workers.

4. Caution in the placement of a girl alone in a one-man office.

## CHAPTER V

### JUST DEMANDS OF THE AVERAGE EMPLOYER

It can be assumed that, through the interviews held with all the employers visited in the study of the field of office work, the point of view of the average employer has been obtained. This chapter is a discussion of what the usual employer expects the girl in his office to offer in personality, character, and training, and what he expects her to accept in work and compensation.

All employers interviewed agreed in their statement of the essential qualities that a girl must have in order to do satisfactory office work of any kind—simple or experienced. These are: natural intelligence, agreeable personality, sense of initiative, responsibility, honesty, steadiness, and loyalty to the company.

The classification given in pages 173–177 shows the importance of both high school education and business training to a girl's highest success in this



field. Employers agree in their demands for a foundation of character and natural ability on the part of office workers, but their requirements in definite training and general education for entrance into office work vary according to the kind of work they have for girls to do. Some employers have so little work that is not of an elementary kind that they do not try to secure high school graduates, and may or may not need girls commercially trained; some have almost entirely the kind of work requiring special training or advanced education; some have work of each kind. Employers of the last class are willing to take for subordinate work any promising candidate, regardless of training or education, and for the more complex work give the preference to high school graduates or to girls with both high school and business training.

Work which a girl may enter without a high school education is to be found in departments of all large establishments, in doctors' and dentists' offices, and in offices of addressing and circulating bureaus.

Of the 2816 positions noted in the classification

of office work, 912 positions—32% of the whole number—may be entered by girls with less than a high school education. It is of the highest importance to note that of these 912 positions—listed below in Table I—those marked by a star offer no logical advancement. These 912 positions are thus divided:

13.5%—the starred positions—offer no advancement.

36.5% definitely require high school education for advancement.

50% may or may not require high school education for advancement, according to the demands of the particular establishments.

TABLE I

LIST OF 912 POSITIONS WHICH MAY BE ENTERED WITHOUT HIGH SCHOOL EDUCATION

Typing.....	241
Auditing.....	196
Entering.....	107
Figuring.....	98
Tabulating.....	60
Copying and Writing Forms.....	37
* Writing Tags and Slips.....	34

* Cashier and Check-room Work.....	30
* Tracing and Verifying.....	27
* Mailing.....	21
Listing and Pricing.....	19
Tube Work.....	16
* Addressing Machine Work.....	12
* Counting and Sorting.....	7
Sales and Expense Reports.....	4
* Ticket Stamping.....	2
* Adding Machine Work.....	1

Of the 2816 total positions, 742—26%—may be entered without special training. Of these 742 positions listed below in Table II, those marked by a star as in Table I offer no logical advancement. The 742 positions may be thus divided in respect to advancement:

*First:* On the basis of specialized training:

84.9% either offer no advancement or are not dependent on training for advancement.

12.6% definitely require specialized training for advancement.

2.5% may or may not require training for advancement, according to the demands of the particular establishments.

*Second:* On the basis of high school education:

18.2%—the starred positions—offer no advancement.

53.9% definitely require high school education for advancement.

27.9% may or may not require high school education for advancement according to the demands of particular establishments.

TABLE II

LIST OF 742 POSITIONS WHICH MAY BE ENTERED WITHOUT SPECIAL TRAINING

Auditing.....	196
Entering.....	107
Figuring.....	98
Tabulating.....	60
Copying and Writing Forms.....	37
* Writing Tags and Slips.....	34
* Cashier and Check-room Work.....	30
* Tracing and Verifying.....	27
* Mailing.....	21
General Office Work.....	21
Listing Stock and Pricing.....	19
Credit Clerk.....	18
Tube Work.....	16
Addressing Machine Work.....	12
Counting and Sorting.....	7
Making Appointments.....	7

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Information Clerk.....	6
Planning Orders.....	5
Sales and Expense Reports.....	4
Record Clerk.....	3
Accident Claim Clerk.....	2
Cataloging.....	2
* Ticket-stamping machine.....	2
Complaint Clerk.....	1
Employment Clerk.....	1
Exchange of Merchandise Clerk.....	1
Mail Clerk.....	1
Order Clerk.....	1
Pay-roll Clerk.....	1
Stock-room Clerk.....	1
* Adding Machine Work.....	1

— 742

Examination of the records represented in this study indicates that POSITIONS WHICH OFFER LOGICAL ADVANCEMENT FOR THE AVERAGE GIRL REQUIRE FOR THAT ADVANCEMENT IN EVERY CASE A HIGH SCHOOL EDUCATION AND, IN MOST CASES, SPECIALIZED TRAINING.

The mental calculations involved in figuring simple percentages—cashier's work and other occupations named above—are very easy and are

learned almost at once by young workers, but there is great monotony as well as danger of permanent limitation to narrow and mechanical work. Because young inexperienced girls of limited education can do this work without any investment in special training, the wage paid for it is small—amounting to \$5.00 and \$6.00 a week—and there is very little chance for advancement.

One employer said that for her department the work of figuring percentages could be done better by a girl who has just left her eighth grade, than by a high school graduate, since the former had just studied in school the sort of arithmetic needed for her work, and had to be taught very little.

But this work is often temporary; sometimes it is even done on a part-time basis, and it is the unusual girl who advances to better work without further training.

There are some employers who affirm that advancement in office work is possible for a girl with neither high school education nor special training, provided she possesses an agreeable personality, natural intelligence, etc., with ambition

added. These employers think that if workers are started in young there is a mutual advantage: the employee gains the interest of the company, and the first consideration of possible advancement; the company gains an advantage in the work done by the employee of long standing because of her intimate and tested knowledge of the firm's methods. BUT THE EMPLOYER DOES NOT TAKE INTO ACCOUNT THAT EVEN FOR THE UNUSUAL GIRL THIS SYSTEM REQUIRES A LONG HARD APPRENTICESHIP WITH A REWARD IN WORK AND WAGES THAT IS LATE IN COMING, AS COMPARED WITH THE IMMEDIATE ADVANTAGE WHICH COMES TO ONE ENTERING THIS FIELD EQUIPPED WITH ADEQUATE TRAINING AND GENERAL EDUCATION. Even these very employers admit without realizing it that advancement in office work demands special training.

Mr. F., of a large manufacturing concern, when asked what kinds of office work he had for girls, replied, "We have no such thing, we have only work." He went on to say that



rather than employ a new girl, even though a graduate of a business school, he greatly preferred to take a bright girl from the factory, put her in the office at some simple form of clerical work, and gradually advance her. He stated he preferred to have the girl taught typewriting in odd moments, or have her go to night school and learn stenography, and that the advantage of the girl's thorough knowledge of the company's work from the bottom up, counted against the inconvenience of waiting for her to be gradually trained.

If such an employer can select unusual girls with constitutions strong enough to stand the strain of working all day and studying at night, he is doing them a service, but such an attitude cannot set a program for the average worker. For an employer to take a general stand against education and training for office work is dangerous and unfair, and militates against the efforts of schools and placing agencies to raise the standard of commercial work.

Girls with grade school preparation are employed also by physicians and dentists. There are no requirements that a girl of normal intelligence cannot fill. This sort of work leads nowhere, and

although the hours are often quite short (from 8:00 A. M. or 9:00 A. M. to 4:00 in the afternoon) it can only be recommended for girls going to night school, or for those who can use unoccupied time for study. The trained ambitious girl is not attracted to this sort of work, since \$7.00 a week is about the limit of remuneration. Maturity and experience rather than education often are the assets which make a girl valuable to a doctor, but sometimes a girl as young as sixteen is employed.

One physician outlined the ordinary requirements, as follows: a fair elementary education; ability to learn to sterilize the instruments and to assist the doctor in very minor operations; ability to keep the doctor's accounts after a simple fashion (this requisite is perhaps not typical since many doctors make out their bills themselves); skill in using the telephone, which includes a good voice and manner, absolute accuracy in hearing and recording numbers, names, and streets; tact with patients who demand the doctor's immediate attention.

The kind of work which especially demands high school education is found in the offices of banks, railroad companies, lawyers, insurance and steam-

ship companies, telephone and telegraph companies, in printing and publishing, wholesale and retail and manufacturing establishments. It includes stenography, bookkeeping, cost work, filing, general office, advanced clerical and executive work. Employers demand high school graduates for this work because it requires not only specialized training but the general education that has matured the worker's mind and has taught her to think quickly and independently.

One lawyer stated that for success in law work a girl must have above everything else a good foundation of general education, because fortified by this general knowledge she would find neither mystery nor red tape about the work and can acquire the necessary vocabulary very easily.

A girl who has had a high school education has the essentials for advancement in much of the work in the office of large retail firms.

The business manager of one such firm stated that a high school education is perhaps not always immediately appreciable in the initial wage received by the girl; for all new

employees, no matter what their training, if without experience, are placed on about the same probation salary. But the girl with an advanced general education, given the same inherent ability, makes good sooner than the one with only grade preparation, and her salary will consequently increase more rapidly. She does not run the danger of sticking to a mechanical job and is in line for a position requiring initiative and independent thinking.

In dictaphone operating, a background of high school English training is especially essential.

The office manager in a printing and publishing house, where most of the work for girls is dictaphone operating, said that he greatly preferred a girl with high school education to one without. "The high school graduate," said he, "has an advantage in dictaphone operating because many words sound so nearly the same over the transmitter that a girl must be really educated and able to appreciate fine distinctions if she is to be a success as an operator." As a typical instance, he told of a girl who took over the transmitter, the sentence "Silence is the best policy" and transcribed it on the typewriter in the midst of a letter, "Violence is the best policy." The employer added, "And it is, for such an operator!"

Work open to girls in a bank demands advanced general education for either stenographic or clerical work because it requires a high degree of excellence.

One banker expressed his requirements thus: "For our work girls cannot have too much general education and special training. We like to fit them into several different positions and quick adjustment requires maturity and education. For a girl so educated who remains with us, we are glad to pay a high salary."

The *probation wage* which the average employer thinks just, must be discussed in connection with this consideration of advancement. The illustrations just cited show that advancement is dependent, so far as the girl is concerned, upon her natural ability, education and training.

The probation wage for all inexperienced girls, trained or not, is justifiable because in the beginning it cannot be known what girls are worth, and because there is a necessary first period of adjustment, during which a girl is only learning and accomplishes very little. But there should be a definite limit for the period of probation, at the end of which the

probation wage should be supplemented by a regular salary, or the office worker should be discharged as incompetent. The probation period should continue for a short time only. One employer suggests a month. Unless the probation wage is limited to a definite period, it cannot conscientiously be justified.

The lack of standardized wages and advancement in small offices as compared with large offices, together with the fact that there are many more small offices than large, must put girl workers and those in charge of placing girls in office work, strongly on their guard. No one but a pessimist believes that willfully unjust employers form a large percentage of the men in business, but since the probation wage is safe only in the hands of fair employers, offices which are not standardized have to be dealt with guardedly. Teachers in private and public commercial schools, the head of the employment department in one of the typewriting companies, and a former superintendent of the women's department in an employment bureau, all offer testimony that there are numerous employers who cannot be trusted of their own accord to raise the initial wages, even



after the girl's probation period is past. The lowest acceptable minimum salary for a stenographer who has passed this period, as set by a business school teacher, is \$7.00; and, as set by the head of the employment department of a typewriter company, is \$8.00. Yet the teachers and placing agents say employers will telephone for "a good girl, one who will turn out the work, etc., etc.," offering in return a wage of \$5.00 or \$6.00 with no guarantee of a raise when the girl has made good.

An unjust employer may curtail the advancement of girls in office work in two ways:

*First:* Because he prefers to employ cheap rather than efficient service.

*Second:* Because he has worked out a system whereby a girl is dismissed as soon as she reaches the highest value and her place is taken by the girl just subordinate to her.

The injustice of this first method is obvious. There is something very wrong in considering a worker's chief asset her cheapness. Much poor work is tolerated by employers who nevertheless continue to retain the very girls of whose work they



are loudly complaining. Out of a total of 62 employers of the graduates of a certain business school, who were interviewed about the quality of work done by their girl employees, over one-fifth were unable to recommend those who were either still in their employ or who had left their employ of their own accord.

A teacher in a private business school said with a great deal of bitterness, "It is hard to maintain a standard of fair wages. Some employers, it seems to me, prefer a girl who will work for \$5.00 a week rather than a competent, well-trained girl who demands more." She added, "Such untrained young things, especially if they are pretty, secure positions frequently, but further than that deceptive opening they probably never get."

The employer who will take a girl from a school before she has completed her work, or without a recommendation from that school, is doing an injustice not only to that particular school, but to all the other girls who are working for further preparation. He has selfishly deprived the girl he thus secures of her rightful preparation for advancement.

The girl who will leave school before she is prepared, in order to take a cheap, easy place, is pulling down the standard of work and wages, and her Nemesis will probably come in a continuance of the low salary at which she started.

The second kind of unfairness consists in conducting the office on the principle of the "squeeze" as a popular writer has called it, and it is a system that placing agents sometimes encounter.

The injustice of this method is illustrated by the experience of a girl in the office of a large retail store. She was a graduate of a business course and was placed in the bookkeeping department. Being accurate and hard-working, she was gradually advanced until she was holding, at \$10.00 a week, the highest position open to women in that department. Her work in that place was not very different from that of the girl just below her who was receiving a little lower salary. After she had held her \$10.00 position for some months, she was asked to leave as her services were no longer required. The girl just below was promoted to the advanced place paying \$10.00. This second girl understood the work, and moreover had the spur of promotion to make her

double her efforts, but she also was doomed to hold the position only a short time, since a third girl was in line to take over the work in the coveted place.

This system sets a definite limit to advancement, and rewards faithful service by dismissal just at the point when a good salary is reached. Such a method does not conform to the modern ideals of efficiency, and is an example of flagrant injustice to the earnest efforts of the ambitious worker, giving only the semblance of advancement to those below the top.

The *place of routine* must be considered in presenting the demands of the average employer, for in every office there is a great deal of drudgery to be done at all times; and the question is, how this inevitable mass of detail work is going to be adequately taken care of without too much personal cost to the worker and expense to the employer. The introduction of machinery into the office efficiently deals with a vast amount of detail, but the machines require of the operator a monotonous kind of work that offers little stimulus or interest. It may be that in the future more and more drudg-

ery will be carried by machinery, and the operation of the machines will become more interesting because it will demand a higher degree of intelligence and skill. But psychologists and efficiency experts do not agree that monotonous work *per se* is necessarily an injustice to those required to do it. Mr. Münsterberg in his book "Psychology and Industrial Efficiency" suggests that there are a great many workers who are more adapted to work requiring repetition than to work requiring constant mental and physical readjustment. He reduces the problem of monotony to the selection of "habit workers" for routine work, and declares that when work is assigned on the basis of fitness no one will be given work to do which is essentially burdensome and unsatisfactory to her.

Although, hitherto, office work has not met with as serious consideration from employers as productive work—i. e., factory work, selling, advertising, and organizing, there is now a tendency to standardize office work and to develop the possibilities of office workers in the same degree that the productiveness of factory workers has been developed. A

great many establishments now try to determine by interview and question the kind of work desired by the applicant for an office position; and Mr. Münsterberg suggests how to make this rudimentary process complete and scientific by giving the applicant a psychological test for the work open to her. These tests have not as yet been widely adopted, but Mr. Münsterberg states that they will be worked out for general use as soon as psychology is applied directly to commerce by the establishment of psychological laboratories for that purpose.

\* An instance of the value to the employer of this careful selection of workers is found in the success of the Curtis Publishing Company in developing tests for filing clerks, typists and stenographers.

By such scientific tests waste of time, fruitless effort, and wrong use of human material will be prevented, and assignment of work according to adaptability will be promoted.

An efficiency expert in Cleveland states that

\* A further description of these tests will be found in Mr. J. E. Schulze's book, "The American Office."

the person proved by test to be adapted to routine work is by no means a subject for commiseration. In his opinion monotony for such people has an entirely favorable aspect. As they become more and more used to their work, brain and hand move together without conscious effort, and the thinking part of the mind is left free and unwearied, or else is pleasantly occupied in effort in which sameness brings no strain or rebellion. Such a person must get stimulus and inspiration outside his everyday work; but, according to this expert, he is fresher and more ready for recreation and mental and physical effort of a different kind than the worker who has been engaged in more complex work demanding mental and nervous strain.

Another attitude toward routine recognizes it as a present problem and considers that until routine work can be assigned only to those who prefer it, such work is likely to be burdensome. This attitude is illustrated by the organization of a certain office in Cleveland where the detail work is to some extent divided among all the workers in the office except the executives and supervisors and does not entirely devolve upon a few habit workers, with



the result that some original and responsible work is assigned almost every worker.

This employer in an insurance company is really studying the office system from the point of view of the girl and is changing it to make it more advantageous to her. A great deal of mechanical work is required: filling out policies, writing up records and forms, checking, filing and copying. New girls are started at mechanical and routine work, and when they have become adjusted to the place are allowed to share some responsibility and to assist department heads. There are only three girls who have unchanging work; one of these is in full charge of the files. She can organize her work as she pleases and has become an expert. This employer wants, rather than habit workers, girls who are ready to insist upon a chance to grow, and he is convinced that his efforts to give the individual girl a chance for development has resulted in more intelligent and faithful service.

Routine is a problem of the present. Tests of individual fitness for this sort of work have not been thoroughly worked out or extensively applied. There is an immediate need for more widespread attention and effort in this direction on the part of



practical psychologists and employers. For workers who are permanently assigned routine work, there is special need for legislation limiting the hours of work.

Success for the office worker, it has been shown, covers these points:

*First.* The office worker must offer the right inherent qualifications.

*Second.* She should have a high school education and business training, so that she may have the best opportunity for advancement.

*Third.* If she is given a probation wage, it should be raised as soon as she is tested and has passed the period of adjustment.

*Fourth.* Her assignment of work should be on a basis of her fitness.

The average employer—of a hundred girls or of one girl—is the man who is making his own way in the business world and is counting every penny. He is intelligent and human, although he may have to be forced to improve conditions for his workers if it means expenditure of money. He is thoroughly assured now that more work can actually be done in a ten hour day than was formerly done in twelve

hours, and it would be quite as possible to convert him to the belief that a well trained office girl is a better investment, after all, than an ignorant slipshod worker, even though the latter will work for less than a living wage. This conversion will come about when commercial schools have so raised their educational requirements that the supply of workers offered the employer will be limited to a high type whose value he will come to appreciate to the extent of meeting the increased cost. The responsibility for raising the standard of commercial work belongs equally to commercial schools, employers and office workers.

## APPENDIX

### SCHEDULES USED IN INVESTIGATIONS

Forms I to V inclusive: specimen set of cards for one complete investigation of an office establishment.

Forms VI to X inclusive: blank schedules used in additional records.

# Office Work. General Conditions and Organization. I, I+, II

FIRM NAME <b>X</b>		ADDRESS <b>X</b>		BUSINESS <b>X</b>		GROUP <b>10</b>	
TOTAL EMPLOYEES <b>M 200 F 100</b>				OUTLINE OF ORGANIZATION <b>Transportation - Office</b>			
PERSON INTERVIEWED <b>Managers Audit and Claims Departments</b>		DEPARTMENTS VISITED <b>All</b>		INVESTIGATOR <b>J.E.</b>		DATE <b>4-22-14</b>	
WOMEN EMPLOYEES <b>18</b>		POSITION <b>X</b>		U.S. <b>Mature</b>		<b>X</b>	
Hiring clerks <b>Business schools</b>		NO. PASSING THRU IN YR. <b>Yes</b>		PROBATIONARY NATIONALITY-TYPE <b>X</b>		PROPORTION MARRIED TO UNMARRIED <b>X</b>	
MIN. AGE <b>5</b>		AV. YRS. OF EMPLOYMENT <b>8</b>		PREDOMINATING NATIONALITY-TYPE <b>U.S.</b>		PERSON IN CHARGE OF EMPLOYMENT <b>None</b>	
HOURS <b>8 A.M. 5 P.M.</b>		NOON <b>1</b>		P.M. <b>8</b>		SUMMER HALF HOLIDAY <b>X</b>	
OVERTIME <b>Note II</b>		TOTAL DAILY <b>Note II</b>		WEEKLY <b>Note II</b>		PERIOD PAYMENT <b>Note I</b>	
PLANT <b>Brick</b>		ENTIRE BUILDING <b>Iron</b>		STAIR CONSTRUCTION <b>Clean</b>		ELEVATOR <b>Freight - passenger</b>	
WORK-ROOMS <b>Good</b>		NATURAL <b>Electric</b>		CROWDED <b>Space</b>		SEATS WITH BACKS <b>Yes</b>	
LIGHTING				VENTILATING SYSTEM			
KIND				CLEANLINESS			
WORK FOR WOMEN				ADVANCEMENT			
WAGES				REMARKS			
Min Unit Hour				Table			
1 30				Stenography. Note III			
45 50 60				Figuring			
30				More expert stenography			
36 40 45				Heads of Desks			
Statistical work.				Rather difficult manual work			
CO-OPERATIVE EMPLOYMENT BUREAU, CLEVELAND, OHIO				OFFICE WORK 1913			
I				I			

[illegible]

Note 1. Vacation

Audit Department gives 10 days annual vacation with pay.  
Claims Department " 14 " " " "

Note 11. Overtime

No department has over-time except the Car Construction Dept. in Passenger Division. The problem is very simple there. If girls have not finished a given piece of work, they are required to stay till they finish it, but this does not mean night work. It usually means that instead of going home at five, the stenographers must stay till six. Of course no pay is given. Men have a great deal more over-time in this department.

Note 111 Advancement

In Car Construction Dept. there is a great difference between boys' and girls' opportunities. Boys' salaries run from \$25.00 to \$45.00 for the majority; girls start at \$50.00 and go to \$75.00.

In Audit Dept. of Freight Division there is a wide range of positions for women, running from the perfectly mechanical work of punching cards, to the work of the three or four women who are holding big jobs quite on a level with men in responsibility and importance.

In Claims Dept. of Freight Division there is a fair chance of advance. It goes from mechanical work to stenography & figuring, but girls, having less power of analysis than boys do not progress a fact.

II

NAME	ADDRESS	CLASSIFICATION	GROUP
DATE INVESTIGATOR OUTLINE	SUBJECT OF MEMORANDUM		10
J.E. 1914	A. Employers' Attitude toward Workers.		
<p><u>Department Manager:</u> (Claims)</p> <p>This man apparently has an exceedingly human, interested view-point of the work done by his employees. Has tried to secure a refined type of girl, and says that the girls themselves help him to improve the manners and language of any newcomers who may be of a less high type. Described long talks he had had with individual girls on the subject of their responsibility to work.</p> <p>He admits his work is hard. But he sees his work not only as details rightly done, fitting into the scheme of the system, but also in its relation to the worker, and he evinces willingness to let any individuality and any talent for organization and executive gift have some chance to grow. He said; "The rule for success is very simple. Just let them care enough. Just let them take it to heart to do their best. If they act as if this is their business, they will make good without question."</p> <p><u>Department Manager:</u> (Audit)</p> <p>Interested only in quality of work turned out. Reproachful of the business schools for turning out half-educated children, but admitted there is little opportunity for girls with creative ideas and ambition to exercise such gifts in his department.</p>			
CO-OPERATIVE EMPLOYMENT BUREAU, CLEVELAND, O. MEMORANDUM 1913			



NAME		ADDRESS	CLASSIFICATION	GROUP 10
DATE INVESTIGATOR OUTLINE		SUBJECT OF MEMORANDUM		
J.E. '14		B. Mechanical Devices Used.		
		<p>All Departments.</p> <p>Dictaphones Typewriters Adding Machines Comptometers</p> <p>Freight Audit Department.</p> <p># Holereith Tabulating Machine Card Sorting Machine Card Punching Machine Accounting Machine</p> <p># This machine, complete in three parts, is a very wonderful &amp; expensive device for making tremendous calculations. Cards are punched according to a system. They are then run thru the card sorting machine, which, with a series of rapidly moving brushes, sorts the cards according to the holes punched. They are then fed to a machine which makes the calculations, and registers on a small dial the figures which are required. The operator merely copies the figures as they appear on the dial.</p>		
CO-OPERATIVE EMPLOYMENT BUREAU, CLEVELAND, O. MEMORANDUM 1913				

NAME	ADDRESS	CLASSIFICATION	GROUP
			10
DATE INVESTIGATOR OUTLINE	SUBJECT OF MEMORANDUM C. Employers' Comments on Training Required.		
J.E.'14	<p><u>Head of Auditing in Passenger Division:</u>  Wants girls with good general education, or expert stenographers. A girl with bookkeeping training is wasted in his work; books in a Railway office are not kept, as they are in other places. Statements are copied and checked. Not much figuring done. Matter of experience entirely. This employer prefers to take green girls.</p>		
Punch- ing Cards	<p><u>Head of Auditing in Freight Division:</u>  Thinks it very questionable whether High School graduates are always best for him; for punching cards it is hard to get High School girls, since they think the work beneath them. Girls of a lower order of attainment go into this work, which is paid better than clerical work and typing, because it is harder.</p>		
Dicta- phone. Cleri- cal work.	<p><u>Head of Claims in Freight Division:</u>  Much prefers High School Graduates. Dictaphone operators preferred with training, tho' some are quick about picking it up on the spot. Clerical work is so individual that it depends on experience and conscientiousness, rather than on special training.</p>		
CO-OPERATIVE EMPLOYMENT BUREAU, CLEVELAND, O. MEMORANDUM 1913			

Y

Commercial Training School. General Conditions.  
Curriculum. VI, VII.

School	Address	Type	Group
Supt.	Date Estb.	Estb. Elsewhere	
Purpose of the School			
Location	<u>SCHOOL ROOM</u>		
Sanitary conditions			
Provision for Comfort	<u>TEACHERS</u>		
Preparation Academic			
Practical	<u>PUPILS</u>		
No. Day	Night	How Secured	
Scholarships			
Follow-up			
Placement			
Source of Information	Investigator	Date	
<u>VI</u>			

[illegible]

Office Worker. Preparation and Occupational History.  
VIII, IX

[illegible]

Name..... Address..... Age.....

What Grade were you in when you left School? .....

What Business School did you go to? .....

What Course did you take? .....

How long were you there? .....

When did you leave? .....

Please write the positions you have had, since you left Business School, in the order in which you held them:

NAME OF FIRM THIS COLUMN	KIND OF WORK THIS COLUMN	SALARY THIS COLUMN
1st.....	.....	.....
2nd.....	.....	.....
3rd.....	.....	.....
4th.....	.....	.....
5th.....	.....	.....
6th.....	.....	.....

IX

Solicitation. Record of Private Commercial School Solicitation  
of Eighth Grade Pupil. X

School	Name of Pupil	Address	Date
<u>SOLICITATION</u>			
School	Arguments	Method	Date
Decision of Pupil?			X



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<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Comment</i>
Accountancy & the Business Professions.	.	New York City High School Teachers' Association.	Narrative account of business engineering and accountancy.
The American Office.	J. E. Schulze.	Key Publishing Co.	An idealistic yet practical presentation of a standardized office.
Applied Business English.	Hubert Hagar.	Gregg Publishing Co.	One-year course of daily lessons in English for commercial schools.
The Two-year Stenographic Course at The Parker High School.	Wm. Bachrach.	Educational Bi-Monthly Magazine.	Very suggestive account of public commercial education; shows close connection between school and business.
Finding Employment for Children Who Leave the Grade School to Go to Work.		Chicago School of Civics & Philanthropy.	Brief outline of business work for immature girls.
Citizenship and the Schools.	J. W. Jenks.	Henry Holt & Company.	Excellent but general statement of relation between

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Comment</i>
Civil Service.		New York City High School Teachers' Association.	school and business. Account of requirements of Civil Service examinations and how to prepare for them.
Commercial & Business Schools.		Government Report.	Statistical tables of numbers of students in private and public commercial schools.
The Department Store.	Meyer Bloomfield.	The Vocation Bureau—Boston.	Complete analysis of store organization, reference to office work suggestive rather than exact or exhaustive.
Everyday Business for Women.	Mary A. Wilbur.		Plain statement of principles and practice of everyday business.
Industrial Education.	Harlow S. Person.	Houghton, Mifflin Co.	Some interesting charts, good general comment on present commercial schools, vague and general suggestions.
Library Bulletin No. 2. A Working Library on Vocational Guidance.		Philadelphia Board of Education.	Fairly complete bibliography on vocational guidance; best books suggested are mentioned here.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Comment</i>
The Living Wage of Women Workers.		Women's Educational & Industrial Union—Boston.	Tables of statistics on average expenditure for living expenses. Includes clerical workers.
Office Training for Stenographers.	Rupert P. Sorelle.	Gregg Publishing Co.	Series of exercises to instruct stenographers in actual use of letterheads and business forms.
Outline of the Business Field & Chart of Business Courses.	Extension Division Bulletin.	University of Wisconsin.	Interesting as an outline of types of business.
Proof Reading.		Women's Educational & Industrial Union.	Brief general outline of conditions of work and requirements.
Psychology & Industrial Efficiency.	Hugo Münsterberg.	Houghton, Mifflin Co.	Shows the relation of psychology and business. Discusses assignment of work on basis of fitness.
Psychological Tests in Vocational Guidance.	Leonard P. Ayres.	Russell Sage Foundation.	Summary of psychological tests to determine vocational fitness worked out up to this time.
Publishing House Work.		Women's Educational & Industrial Union.	General outline.
Report on Vocational Training.	Geo. H. Mead, Chairman of Committee.	City Club of Chicago.	Contains one chapter of interesting discussion of prob-

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Salesmen in Mercantile Stores.	Elizabeth B. Butler.	Russell Sage Foundation.	blem of commercial training. Generally suggestive and interesting. Reference to office work.
Stenography & Typewriting.		Girls' Trade Education League—Boston.	Fair estimate of requirements and advantages of this occupation.
Story of a Stenographer.	Katherine March.	Collier's Magazine.	Narrative of girl's struggle to live on \$6.00 a week, and her need of vocational guidance.
Survey of Occupations open to the Girl 14-16 years.	Harriet H. Dodge.	Girls' Trade Education League—Boston.	Suggests probable advancement of cashiers and bundle girls to office work.
Twelve Principles of Efficiency.	Harrington Emerson.	Engineering Magazine Co.	The spirit of this ideal study of efficiency may be applied to office organization.
Vocations for Girls.	E. W. Weaver, Editor.	A. S. Barnes, N. Y.	Makes up in good advice for lack of definiteness in information.
Vocations for Girls.	Lasselle and Wiley.	Houghton, Mifflin Co.	Gives general information.
Vocational Training.		Committee of Association of Collegiate Alumni—Phila.	Valuable outline of institutions in U. S. for vocational training. Includes special business courses.

<i>Title</i>	<i>Author</i>	<i>Publisher</i>	<i>Comment</i>
Vocations for the Trained Woman.		Women's Ed- ucational & In- dustrial Un.	Valuable sugges- tions of positions suitable for the college-trained woman.
A Hand Book of Opportunities for Vocational Training in Bos- ton.		Women's Mu- nicipal League—Bos- ton.	Complete and well organized outline of local opportun- ities for training.
Women Who Conduct Great Business.	Louis Bawry.	World Today Magazine.	Narrative ac- count.



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